

Long Term Plan Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Theme	Mega structures		Journey Geography field study		Local History Study Lost villages of Holderness	
Enrichment	Visit to Hull		Sewerby Hall/ Burton Constable Hall		visit to the coast	
ENGLISH	Labels, lists and captions (Y1) Fact file (Y1) Non chronological reports (Y2 and 3) Poems with patterns and rhymes (Y1) Poems with patterns (Y2 and 3) Traditional stories (y1) (with an alternative ending Y2) Narrative (Y3)		Recount of an event (Y1, 2 and 3) Instructions (Y1 & 2) Explanation (Y3) Description (Y1 and 2) Biography (Y3) Sense Poems(Y1) Nonsense poems and riddles (Y2 and 3) Letter (Y1, 2 and 3)		Story with familiar setting (Y1 & 2) Advert (Y3) Poster (Y3) Fact file (Y1) Non-chronological report(Y2) Newspaper (Y3)	
MATHS	Power Maths		Power Maths		Power Maths	
SCIENCE	Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Plants - Link to seasons - Plant investigations I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)		Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Animals - animals around the world linked to what you would see on a journey and different habitats around the world I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)		Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Humans I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)	

	<p>I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)</p> <p>I can observe and describe how seeds and bulbs grow into mature plants (Y2)</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p> <p>I can investigate the way in which water is transported within plants (Y3)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p> <p>Materials: Suitability of materials for buildings/building bridges</p> <p>I can distinguish between an object and the material from which it is made (Y1)</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)</p> <p>I can describe the simple physical properties of a variety of everyday materials (Y1)</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,</p>	<p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1)</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive (Y2)</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Y2)</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2)</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)</p> <p>I can 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 (Y3)</p> <p>Y3 Forces and magnets - Link to transport (boats moving on water, trains on tracks, gravity and planes etc.)</p> <p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>I can notice that animals, including humans, have offspring which grow into adults (Y2)</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Y2)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>Light - Link to local history - how lights have changed over time</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light (Y3)</p> <p>I can notice that light is reflected from surfaces (Y3)</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3)</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object (Y3)</p> <p>I can find patterns in the way that the size of shadows change. (Y3)</p>
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	<p>brick, rock, paper and cardboard for particular uses (Y2)</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p> <p>Y3 Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>I can 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>COMPUTING see progression sheet</p>	<p>Recognise common uses of IT beyond school</p>	<p>Predict the behaviour of simple programs</p>	<p>Create and debug systems</p>	<p>algorithms</p>	<p>Technology with purpose create, organise store, manipulate and retrieve digital content.</p>
<p>DESIGN TECHNOLOGY</p>	<p>Design, Make, Evaluate their own mega-structures design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable (KS1)</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (KS1)</p> <p>use research and develop design criteria to inform</p>	<p>Design, Make, Evaluate their own Easter garden ornaments generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (KS1)</p> <p>select from and use a range of tools and equipment to perform practical tasks (KS1)</p> <p>explore and evaluate a range of existing products (KS1)</p> <p>Design: generate, develop, model and communicate their ideas through discussion, annotated sketches (KS2)</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (KS2)</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>		<p>Design and cook a meal made up from local produce use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. (KS1)</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p>	

	<p>Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products (KS2)</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>	<p>(KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products (KS2)</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>	
<p>GEOGRAPHY</p>	<p>Study of the UK Linked to buildings Use world maps/atlasses and globes to identify UK and countries (KS1)</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (KS1)</p> <p>use world maps, atlases and globes (KS1)</p> <p>Use maps, atlases, globes (KS2)</p> <p>Has begun to make simple links with location knowledge and some globally significant physical and human features</p>	<p>Study of the world linked to recounting a journey (Amy Johnson)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (KS1)</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (KS2)</p> <p>use basic geographical vocabulary to refer to key physical features and key human features (KS1)</p>	<p>Study of local area and school Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key (KS1)</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (KS1)</p> <p>Devise a simple map; and use and construct basic symbols in a key (KS1)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (KS2)</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map (KS1)</p>

		<p>Describe and understand key aspects of physical geography and human geography (KS2) can make links to different observations in the local area. Can draw a simple map of a route</p> <p>use world maps, atlases and globes (KS1)</p> <p>Use maps, atlases, globes (KS2)</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and keys (KS2)</p>
<p>HISTORY</p>	<p>Buildings changing over time Bombed buildings in the war, link to rationing Events beyond living memory that are significant nationally or globally (KS1)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.(KS2)</p> <p>Interpretations of History:</p> <p>Compare two versions of a past event Compare pictures or photos of people or events in the past and discuss their reliability (KS1)</p> <p>Identify and give reasons for ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period (KS2)</p> <p>Range and Depth of historical knowledge:</p> <p>to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times (KS1)</p> <p>Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions</p>	<p>Amy Johnson and Sewerby Hall/ Burton Constable Hall Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (KS1)</p> <p>A local area study use a range of sources to find out about a period Observe small details- pictures Select and record information Begin to use library and internet research (KS2)</p> <p>Range and Depth of historical knowledge:</p> <p>to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times (KS1)</p> <p>Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something (KS2)</p>	<p>Changes within living memory (KS1)</p> <p>Historical Enquiry:</p> <p>find answers to simple questions about the past from sources of information and artefacts (KS1)</p> <p>Chronological Understanding:</p> <p>Sequence artefacts closer together in time - check with reference book Sequence photos from different periods of their life Describe memories and key events in their lives (KS1)</p> <p>Place the time studied on a time line Use dates and terms related to the passing of time Sequence several events or artefacts (KS2)</p>

	<p>Understand why people may have wanted to do something (KS2)</p>		
<p>ART &amp; DESIGN</p>	<p>Portraits: Drawing: use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>create sketch books to record their observations and use them to review and revisit ideas (KS2)</p> <p>Megastructure Buildings (line drawings): develop a wide range of art and design techniques in using colour, pattern, (KS1)</p> <p>create sketch books to record their observations and use them to review and revisit ideas (KS2)</p> <p>Seasonal artwork: Bonfire Night (painting) use a range of materials creatively to design and make products (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p>	<p>World artists: Albert Namatjira and William Turner Paint use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p> <p>about great artists, architects and designers in history (KS2)</p>	<p>3D Form (Clay) : Mushroom pottery Hull use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p>
<p>MUSIC</p>	<p>Listening: Y1: I can answer a question about dynamics or tempo in music I have heard. Y2: I can listen to music and talk about the mood of music. Y3: I can listen to music and identify musical dimensions.</p> <p>Singing: Y1: I can sing a short song in a group from a given starting point. Y2: I can use the starting pitch to sing a short song on my own. Y3: I can sing a short song on my own and stay in tune.</p>	<p>Pitch: Y1: I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower. Y2: I can sing a simple song showing the pitch physically (hand gesture, whole body). Y3: I can perform high or low sounds as requested on an instrument and with my voice.</p> <p>Pulse/rhythm/tempo and metre: Y1: I can talk about duration long or short notes. Y2: I can identify and change the intended speed of my performance, tempo. Y3: I can accurately tap the rhythm of simple songs and rhymes.</p>	<p>Composition, improvisation and texture. Y1: I can improvise a four beat rhythm. Y2: I can put sounds together to create a piece that has beginning, middle and end. Y3: I can create an ostinato to accompany a simple song.</p> <p>Timbre: Y1: I can recognise and identify 6 percussion instruments. Y2: I can listen to identify and group instruments according to sounds e.g. how they are played. Y3: I can create and control a variety of sounds from one instrument, dynamics.</p>

<p>P.E.</p>	<p><b>Tag rugby/football</b> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.</p>	<p><b>Basketball</b> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.</p>	<p><b>Table tennis/hockey</b> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><b>Tennis</b> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><b>Dodgeball/ cricket</b> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.</p>	<p><b>Athletics</b> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.</p>
<p>R. E.</p>	<p>Unit 1.1: What makes us special?  Unit 2.1: What does belonging mean?  Unit 3.1: Why remember?</p>		<p>Unit 1.2: How can we keep the world special?  Unit 2.2: How do people demonstrate their beliefs?  Unit 3.2: Who are the faith funders and what do they teach?</p>		<p>Unit 1.3: What happens in a place of worship?  Unit 2.3: What are the big questions?  Unit 3.3: What makes a place sacred?</p>	
<p>PSHE following Jigsaw Scheme of work</p>	<p>Being me</p>	<p>Celebrating difference</p>	<p>Dreams and goals</p>	<p>Relationships</p>	<p>Changing me</p>	<p>Healthy me</p>
<p>Notes</p>	<p>school performance Big RE day Global citizenship</p>		<p>Internet safety week Geography field study Global citizenship</p>		<p>sports day school performance Global citizenship</p>	



Long Term Plan Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value</b>	<b>Thankfulness</b>	<b>Trust</b>	<b>Perseverance</b>	<b>Justice</b>	<b>Service</b>	<b>Truthfulness</b>
<b>Theme</b>	<b>Above and beyond</b>		<b>Our Sustainable World changes and challenges. Habitats and animals.</b>		<b>Chocolate Factory</b>	
<b>Enrichment</b>	Visit to Spurn Point Poet and local artist in. Visit to the theatre		Visit to the Deep Linking with a school in Sierra Leone Visit from Ladies in PIGS		Visit to Hull	
<b>ENGLISH</b>	Instructions(Y1 and 2) Fact file (Y1, 2 and 3) Recount of an event (Y1, 2 and 3) Character and setting (Y1, 2 and 3) Descriptive Poetry (Y1, 2 and 3)		Story - description (Y 1 and 2) Story narrative (Y3) Letter (Y1,2 and 3) Diary (Y1, 2 and 3) Recount (Y 1 and 2) Newspaper (Y3)		Description (Y1 and 2) Instruction (Y1 and 2) Story (Y1 and 2) Advert (Y3) Poster (Y3) Explanation (Y3) Biography (Y3)	
<b>MATHS</b>	<b>White Rose Maths</b>		<b>White Rose Maths/ Power Maths</b>		<b>White Rose Maths/ Power Maths</b>	
<b>SCIENCE</b>	Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Materials - Link to space I can distinguish between an object and the material from which it is made (Y1)  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)		Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Animals - animals around the world linked to what you would see on a journey and different habitats around the world I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1)		Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Plants - Link to seasons - Plant investigations I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)  I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)	



<p>I can describe the simple physical properties of a variety of everyday materials (Y1)</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p> <p>Y3 Light - Link to space</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light (Y3)</p> <p>I can notice that light is reflected from surfaces (Y3)</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3)</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object (Y3)</p> <p>I can find patterns in the way that the size of shadows change. (Y3)</p> <p>Y3 - Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3)</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)</p> <p>I can recognise that soils are made from rocks and organic matter (Y3)</p>	<p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive (Y2)</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Y2)</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2)</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)</p> <p>I can 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 (Y3)</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>Y3 Forces and magnets - Link to transport (boats moving on water, trains on tracks, gravity and planes etc.)</p> <p>I can compare how things move on different surfaces (Y3)</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance (Y3)</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles (Y3)</p> <p>Humans</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants (Y2)</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p> <p>I can investigate the way in which water is transported within plants (Y3)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p> <p>Y3 Forces and magnets - Link to transport (boats moving on water, trains on tracks, gravity and planes etc.)</p> <p>I can compare how things move on different surfaces (Y3)</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance (Y3)</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles (Y3)</p> <p>Humans</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)</p> <p>I can notice that animals, including humans, have offspring which grow into adults (Y2)</p>
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<p>COMPUTING see progression sheet</p>	<p>Recognise common uses of IT beyond school</p>	<p>Predict the behaviour of simple programs Beebot</p>	<p>Create and debug systems</p>	<p>algorithms</p> <p>Technology with purpose create, organise store, manipulate and retrieve digital content.</p>
<p>DESIGN TECHNOLOGY</p>	<p>Design, Make, Evaluate a rocket design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable (KS1)</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or</p>	<p>Design, a healthy meal. - food from around the world use the basic principles of a healthy and varied diet to prepare dishes (KS1)</p> <p>understand where food comes from. (KS1)</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p> <p>Design a habitat using recyclable materials. - Design, Make, Evaluate a 3D structure (homes) design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p>	<p>Design, Make packaging for sweets generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (KS1)</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>explore and evaluate a range of existing products (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p> <p>Design: generate, develop, model and communicate their ideas through discussion, annotated sketches (KS2)</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Use research and develop design criteria to inform Design: the design of innovative, functional, appealing</p>	

	<p>groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products (KS2)</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>	<p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable (KS1)</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (KS1)</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products (KS2)</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>	<p>products that are fit for purpose, aimed at particular individuals or groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>
<p><b>GEOGRAPHY</b></p>	<p>Study of local area and school</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key (KS1)</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (KS1)</p> <p>Devise a simple map; and use and construct basic symbols in a key (KS1)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (KS2)</p>	<p>Study of Africa - Sierra Leone (Redemption Primary) partner school</p> <p>Location of hot/cold areas of the world in relation to the Equator and North and South Pole (KS1)</p> <p>Name and locate the world's seven continents and five oceans (KS1)</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (KS1)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1)</p>	<p>Comparing UK with countries that produce chocolate</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (KS1)</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (KS2)</p>

	<p>use simple compass directions and locational and directional language to describe the location of features and routes on a map (KS1)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and keys (KS2)</p> <p>Use world maps/atlasses and globes to identify UK and countries (KS1)</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Ks1)</p> <p>use world maps, atlases and globes (KS1)</p> <p>Use maps, atlases, globes (KS2)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (KS2)</p> <p>use basic geographical vocabulary to refer to key physical features and key human features (KS1)</p> <p>Describe and understand key aspects of physical geography and human geography (KS2)</p> <p>Use world maps, atlases and globes (KS1)</p> <p>Use maps, atlases, globes (KS2)</p>	<p>use basic geographical vocabulary to refer to key physical features and key human features (KS1)</p> <p>Describe and understand key aspects of physical geography and human geography,</p> <p>Use world maps, atlases and globes (KS1)</p> <p>Use maps, atlases, globes (KS2)</p>
<p>HISTORY</p>	<p>Neil Armstrong - Moon landing</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (KS1)</p> <p>use a range of sources to find out about a period</p> <p>Observe small details- pictures</p> <p>Select and record information</p> <p>Begin to use library and internet research (KS2)</p> <p>Range and depth of historical knowledge</p> <p>to know and recount stories of the past</p> <p>Recognise why people did things and why (KS1)</p> <p>Find out about everyday lives of people studied</p> <p>Compare with our life today (KS2)</p>	<p>William Wilberforce</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (KS1)</p> <p>use a range of sources to find out about a period</p> <p>Observe small details- pictures</p> <p>Select and record information</p> <p>Begin to use library and internet research (KS2)</p> <p>Range and depth of historical knowledge:</p> <p>to know and recount stories of the past</p> <p>Recognise why people did things and why (KS1)</p> <p>Find out about everyday lives of people studied</p> <p>Compare with our life today (KS2)</p>	<p>History of chocolate and the Mayans/ Aztecs</p> <p>Events beyond living memory that are significant nationally or globally(KS1) (KS1)</p> <p>A non-European society that provides contrasts with British history. (KS2)</p> <p>Historical Enquiry:</p> <p>find answers to simple questions about the past from sources of information and artefacts (KS1)</p> <p>use a range of sources to find out about a period</p> <p>Observe small details- pictures</p> <p>Select and record information</p> <p>Begin to use library and internet research (KS2)</p> <p>Range and Depth of historical knowledge:</p> <p>to know and recount stories of the past</p> <p>Recognise why people did things and why events happened</p> <p>Identify differences between ways of life at different</p>

			<p>times (KS1)</p> <p>Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something (KS2)</p>
<p>ART &amp; DESIGN</p>	<p>Sketch books and colour Local artist in develop a wide range of art and design techniques in using colour, pattern, (KS1)</p> <p>create sketch books to record their observations and use them to review and revisit ideas (KS2)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p>	<p>Textiles - batik Sketching use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>develop a wide range of art and design techniques in using colour, pattern, (KS1)</p> <p>use a range of materials creatively to design and make products (KS1)</p> <p>create sketch books to record their observations and use them to review and revisit ideas (KS2)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p>	<p>World artists: Paint use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p> <p>about great artists, architects and designers in history (KS2)</p>
<p>MUSIC</p>	<p>Listening: Y1: I can answer a question about dynamics or tempo in music I have heard. Y2: I can listen to music and talk about the mood of music. Y3: I can listen to music and identify musical dimensions.</p> <p>Singing: Y1: I can sing a short song in a group from a given starting point. Y2: I can use the starting pitch to sing a short song on my own. Y3: I can sing a short song on my own and stay in tune.</p>	<p>Pitch: Y1: I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower. Y2: I can sing a simple song showing the pitch physically (hand gesture, whole body). Y3: I can perform high or low sounds as requested on an instrument and with my voice.</p> <p>Pulse/rhythm/tempo and metre: Y1: I can talk about duration long or short notes. Y2: I can identify and change the intended speed of my performance, tempo. Y3: I can accurately tap the rhythm of simple songs and rhymes.</p>	<p>Composition, improvisation and texture. Y1: I can improvise a four beat rhythm. Y2: I can put sounds together to create a piece that has beginning, middle and end. Y3: I can create an ostinato to accompany a simple song.</p> <p>Timbre: Y1: I can recognise and identify 6 percussion instruments. Y2: I can listen to identify and group instruments according to sounds e.g. how they are played. Y3: I can create and control a variety of sounds from one instrument, dynamics.</p>

<p>P.E.</p>	<p><b>Dodgeball/ Cricket</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>	<p><b>Basketball</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>	<p><b>Gymnastics</b>                  I can develop skills to take off and land properly.                  I can perform a variety of jumps.                  To perfect a forward and backward roll, perform actions, shapes and balances.                  To perform a bridge shape and stretches.</p>	<p><b>Tennis</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively</p>	<p><b>Dodgeball/ Cricket</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>	<p><b>Athletics</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>
<p>R. E.</p>	<p>Unit 1.1: What makes us special?                   Unit 2.1: What does belonging mean?                   Unit 3.1: Why remember?</p>		<p>Unit 1.2: How can we keep the world special?                   Unit 2.2: How do people demonstrate their beliefs?                   Unit 3.2: Who are the faith funders and what do they teach?</p>		<p>Unit 1.3: What happens in a place of worship?                   Unit 2.3: What are the big questions?                   Unit 3.3: What makes a place sacred?</p>	
<p>PSHE following Jigsaw scheme of work</p>	<p>Being me</p>	<p>Celebrating difference</p>	<p>Dreams and goals</p>	<p>Relationships</p>	<p>Changing me</p>	<p>Healthy me</p>
<p>Notes</p>	<p>Big R E day                  National Poetry Day                  School performance                  Global Citizenship                  1 of the 17 global goals</p>		<p>Internet safety week                  Local History - 1 week of study                  Big R E Day                  Global Citizenship</p>		<p>Global citizenship                  Sports day                  School performance</p>	

Long Term Plan Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Theme	Great & Ghastly Events		On the Move		Extreme Weather	
Enrichment	Theatre		STEM workshop		Visit to Hull/ The Deep	
ENGLISH	Labels, lists and captions (Y1) Fact file (Y1) Non chronological reports (Y2) Newspaper (Y3) Poems with patterns and rhymes (Y1) Poems with patterns (Y2 and 3)		Description (Y1, 2 and 3) Familiar setting (Y1 and 2) Traditional stories (Y1) (with an alternative ending Y2) Narrative (Y3) Instructions (Y1 and 2) Explanation (Y3) Biography (Y3) Advert (Y3)		Recount of an event (Y1, 2 and 3) Letter (Y1, 2 and 3) Poster (Y3) Sense Poems(Y1) Nonsense poems (Y2 and 3) Riddles (Y2 and 3)	
MATHS	Power Maths		Power Maths		Power Maths	
SCIENCE	Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Plants: Link to seasons - Plant investigations I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)  I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)		Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Materials: Suitability of materials for a journey - Pirate flag, Umbrella, Black out curtains (Y3 Light) I can distinguish between an object and the material from which it is made (Y1)  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)		Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Animals: how animals are suited to their environment - deserts, rainforests and polar regions I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1)	



	<p>I can observe and describe how seeds and bulbs grow into mature plants (Y2)</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>I can explore the requirements of plants for life and grow (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p> <p>I can investigate the way in which water is transported within plants (Y3)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p> <p><b>Humans</b> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)</p> <p>I can notice that animals, including humans, have offspring which grow into adults (Y2)</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Y2)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p>	<p>I can describe the simple physical properties of a variety of everyday materials (Y1)</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p> <p><b>Y3 Light: Link to materials, black out</b> I can recognise that they need light in order to see things and that dark is the absence of light (Y3)</p> <p>I can notice that light is reflected from surfaces (Y3)</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3)</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object (Y3)</p> <p>I can find patterns in the way that the size of shadows change. (Y3)</p>	<p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive (Y2)</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Y2)</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2)</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)</p> <p>I can 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 (Y3)</p> <p><b>Y3 Forces and magnets</b> I can compare how things move on different surfaces (Y3)</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance (Y3)</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles (Y3)</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing (Y3)</p>
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	<p>Y3 Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3)</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)</p> <p>I can recognise that soils are made from rocks and organic matter. (Y3)</p>			<p>I can 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 (Y3)</p>	
COMPUTING	Recognise common uses of IT beyond school	Predict the behaviour of simple programs	Create and debug systems	algorithms	Technology with purpose create, organise store, manipulate and retrieve digital content.
DESIGN TECHNOLOGY	<p>Design, Make, Evaluate a 3D structure (homes) design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable (KS1)</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (KS1)</p> <p>use research and develop design criteria to inform (KS2)</p> <p>Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials,</p>	<p>Design, Make, Evaluate a boat design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (KS1)</p> <p>evaluate their ideas and products against design criteria (KS1)</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable (KS1)</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (KS1)</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p>			<p>Design, Make and Evaluate musical instruments (rain makers) design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (KS1)</p> <p>Make: select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) (KS1)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (KS1)</p> <p>Evaluate: explore and evaluate a range of existing products evaluate their ideas and products against design criteria (KS1)</p> <p>Technical knowledge: build structures, exploring how</p>

	<p>textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products, their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>	<p>Evaluate: investigate and analyse a range of existing products, their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>	<p>they can be made stronger, stiffer and more stable (KS1)</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (KS2)</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (KS2)</p> <p>Evaluate: investigate and analyse a range of existing products, their ideas and products against their own design criteria and consider the views of others to improve their work (KS2)</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)</p>
<p>GEOGRAPHY</p>	<p>Study of the UK Linked to London Use world maps/atlasses and globes to identify UK and countries</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p> <p>Study of local area and school - linked to study of UK and our location on the UK map Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key.</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the</p>	<p>Study of the world linked to Columbus' journey Name and locate the world's seven continents and five oceans</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Continued study of the world linked to volcanoes, deserts, polar regions and rainforests Name and locate the world's seven continents and five oceans</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>

	<p>key human and physical features of its surrounding environment.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and keys b</p>	<p>use basic geographical vocabulary to refer to key physical features and key human features</p> <p>Describe and understand key aspects of physical geography and human geography,</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p>	<p>use basic geographical vocabulary to refer to key physical features and key human features</p> <p>Describe and understand key aspects of physical geography and human geography,</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p>
<p>HISTORY</p>	<p>The Great Fire of London. Events beyond living memory that are significant nationally or globally (KS1)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge (KS2)</p> <p>Historical Enquiry:</p> <p>find answers to simple questions about the past from sources of information and artefacts (KS1)</p> <p>use a range of sources to find out about a period Observe small details- pictures Select and record information Begin to use library and internet research (KS2)</p> <p>Range and Depth of historical knowledge:</p> <p>to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times (KS1)</p>	<p>Christopher Columbus and Neil Armstrong The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (KS1)</p> <p>Changes within living memory - Transport - history of boats and space travel linked to Columbus and Armstrong (KS1)</p> <p>use a range of sources to find out about a period Observe small details- pictures Select and record information Begin to use library and internet research (KS2)</p> <p>Interpretations of History:</p> <p>Compare two versions of a past event Compare pictures or photos of people or events in the past and discuss their reliability (KS1)</p> <p>Identify and give reasons for ways in which the past is represented Distinguish between different sources - compare different versions of the same story</p>	<p>Changes in living memory (KS1)</p> <p>Significant historical events, people and places in their own locality - Study of Hull and its History over the ages (KS1)</p> <p>use a range of sources to find out about a period Observe small details- pictures Select and record information Begin to use library and internet research (KS2)</p> <p>Chronological Understanding:</p> <p>Sequence artefacts closer together in time - check with reference book Sequence photos from different periods of their life Describe memories and key events in their lives (KS1)</p> <p>Place the time studied on a time line Use dates and terms related to the passing of time Sequence several events or artefacts (KS2)</p>

	<p>Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something (KS2)</p>	<p>Look at representations of the period (KS2)</p> <p>Range and Depth of historical knowledge:</p> <p>to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times (KS1)</p> <p>Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something (KS2)</p>	
ART & DESIGN	<p>Great Fire of London (Tudor housing) use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>use a range of materials creatively to design and make products (KS1)</p> <p>create sketch books to record their observations and use them to review and revisit ideas (KS2)</p> <p>Enterprise and textiles: Christmas Crafts use a range of materials creatively to design and make products (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p>	<p>3D form - Treasure Island. use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (KS1)</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (KS2)</p> <p>Pop art (Andy Warhol) - Pirates Drawing and printing Make rubbings. use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p>	<p>Researched artists of the world. Van Gogh, Kandinsky, Picasso paint use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (KS1)</p> <p>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (KS2)</p> <p>about great artists, architects and designers in history (KS2)</p>
MUSIC	<p>Listening: Y1: I can answer a question about dynamics or tempo in music I have heard. Y2: I can listen to music and talk about the mood of music.</p>	<p>Pitch: Y1: I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower. Y2: I can sing a simple song showing the pitch physically (hand gesture, whole body).</p>	<p>Composition, improvisation and texture. Y1: I can improvise a four beat rhythm. Y2: I can put sounds together to create a piece that has beginning, middle and end. Y3: I can create an ostinato to accompany a simple song.</p>

	<p>Y3: I can listen to music and identify musical dimensions.</p> <p>Singing:                  Y1: I can sing a short song in a group from a given starting point.                  Y2: I can use the starting pitch to sing a short song on my own.                  Y3: I can sing a short song on my own and stay in tune.</p>		<p>Y3: I can perform high or low sounds as requested on an instrument and with my voice.</p> <p>Pulse/rhythm/tempo and metre:                  Y1: I can talk about duration long or short notes.                  Y2: I can identify and change the intended speed of my performance, tempo.                  Y3: I can accurately tap the rhythm of simple songs and rhymes.</p>		<p>Timbre:                  Y1: I can recognise and identify 6 percussion instruments.                  Y2: I can listen to identify and group instruments according to sounds e.g. how they are played.                  Y3: I can create and control a variety of sounds from one instrument, dynamics.</p>	
P.E.	<p><b>Tag rugby/ football</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>	<p><b>Basketball</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>	<p><b>Table tennis/hockey</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively</p>	<p><b>Tennis</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively</p>	<p><b>Dodgeball/ cricket</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>	<p><b>Athletics</b>                  I can develop skills to participate effectively.                  I can evaluate the journey and relate it to others.                  I can explore the parameters of the discipline.                  I can perform and participate in the field of the physical activity.                  I can use skills effectively.</p>
R. E.	<p>Unit 1.1: What makes us special?</p> <p>Unit 2.1: What does belonging mean?</p> <p>Unit 3.1: Why remember?</p>		<p>Unit 1.2: How can we keep the world special?</p> <p>2.2: How do people demonstrate their beliefs?</p> <p>Unit 3.2: Who are the faith funders and what do they teach?</p>		<p>Unit 1.3: What happens in a place of worship?</p> <p>Unit 2.3: What are the big questions?</p> <p>Unit 3.3: What makes a place sacred</p>	
Personal Development	Being me	Celebrating difference	Dreams and goals	Relationships	Changing me	Healthy me
Notes	<p>Big R E day                  National Poetry Day                  School performance                  Global Citizenship                  1 of the 17 global goals</p>		<p>Internet safety week                  Big R E Day                  Global Citizenship                  School nurse - changes</p>		<p>Global citizenship                  Sports day                  School performance</p>	

