


Woodpeckers - 2 Year Rolling Topic – Cycle 2 2024-2025

	AUTUMN		SPRING		SUMMER	
Possible Trips/ Workshops/ Visitors		Carols at the Church		Selborne River – Gilbert White field Study Centre		Global Awareness speaker? Food?
Additional enrichment/ Enhancement activities	Harvest Festival Fairtrade Fortnight	Bonfire Night Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need Christmas Jumper Day Nativity Performance	Valentines Day Lunar New Year Pancake Day	STEM week World Book Day Internet Safety Day Easter	World Earth Day	Sports Day Global Awareness Week GC projects
Big Enquiry Question and Key Subject Driver	What makes a successful journey? - History	Where in the world are we? - Geography	How do you adapt to survive? - Science	What lies beneath our feet? - Geography	Should I have the right to live where I want to? - History	Why is food so special? – DT/ RE
<p>Woodpeckers</p>  <p>Year 2/3</p>	<u>History</u> Topic Title: Brunel Significant people to compare life at different times <ul style="list-style-type: none"> Will understand that modes of transport were different in the past Explore Brunel’s major achievements- eg, railways, tunnels, bridges, ships and some major failures eg, the SS Great Eastern/atmospheric railway Identify and talk about differences in accounts relating to people or events both from the time and later up to the present 	<u>Geography</u> Topic Title: Building Locational Knowledge: Europe <ul style="list-style-type: none"> Identify Europe on a world map Identify the location of the United Kingdom Explore other countries in Europe Identify the environmental regions of Europe Explore the physical features of two contrasting European regions Identify Europe's major cities Explore where people in Europe live Identify where Europe's natural resources are located 	<u>History</u> Topic Title: Romans The Roman Empire and its impact on Britain <ul style="list-style-type: none"> Dates of the Roman Empire/invasion of Britain Some idea of the size/ spread of the Roman Empire. Understands major changes made in Britain by the Romans, including what Romanization was. Knows some things that changed/ remained the same during and after the Roman occupation. Can describe some changes in history over a period of time and identify some things which stayed the same. Understands that events, people and developments are considered significant if they resulted in change. 	<u>Geography</u> Topic Title: Rivers <ul style="list-style-type: none"> Identify Selborne and the River Test’s location and their surrounding villages, towns and cities To learn about the specific features along River in Selborne To learn how the river changes from the source in the higher ground to mouth in the lower ground and be introduced to the terms erosion, transportation and deposition. To use fieldwork to explore human and physical features and river processes To identify similarities, differences and patterns when comparing the Selborne River with the River Test To learn about the River Thames and features, course and human uses and how humans are affected. 	<u>History</u> Topic: Windrush Changes within living memory, British history that extends pupils chronological knowledge beyond 1066. <ul style="list-style-type: none"> Understand that the ship ‘Empire Windrush’ brought people from the Caribbean to start a new life in the UK on 22nd June 1948 Explore who the term ‘Windrush generation’ applies to To explore stories from children and adults from the windrush generation To explore critically how we can use sources as historians to learn about the Windrush generation and what the sources do not tell us 	<u>Geography</u> Topic Title: Contrasting place study- Kota Kinabalu <ul style="list-style-type: none"> Identify the human and physical features in our local area Describe the weather in our local area Name and describe the location of continents and oceans Use a map to plan a journey from the UK to Kota Kinabalu using specific vocabulary to label key continents, oceans and countries Identify and describe the human and physical features of Kota Kinabalu Describe the location on Kota Kinabalu Identify similarities and differences between both places Explore the economy of Kota Kinabalu
<p>Year 2 key knowledge</p> <p>Year 3 key knowledge</p>	<u>Science</u> Topic Title: Describing and changing Materials/ solids, Liquids and Gases <p>Knowledge Block 1- The big idea about materials</p> <ul style="list-style-type: none"> There are many different materials that have different observable properties Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). 	<u>Science</u> Topic Title: Living Things and Animal lifecycles <p>Knowledge Block 1- Animal timelines</p> <ul style="list-style-type: none"> Things that are living, move, feed, grow, reproduce and use their senses Animals grow until they reach maturity and then don’t grow any larger Animals reproduce when they reach maturity (adulthood) 	<u>Science</u> Topic Title: Habitats <p>Knowledge Block 2- How animals get their food</p> <ul style="list-style-type: none"> Habitats are places where animals and plants live (from Year 1) Animals live in habitats in which they are suited. Different kinds of animals and plants depend on each other within habitat. Animals get their food from plants and other animals. This can be shown in a food chain. 	<u>Science</u> Topic title: Rocks and soils <p>Knowledge Block 1- The different types of rocks</p> <ul style="list-style-type: none"> A rock is a solid material made up of minerals forming part of the surface of the Earth Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called ores contain metals 	<u>Science</u> Topic Title: Magnets <p>Building on from the pushes and pulls unit Year 2 explored last year:</p> <p>Magnets</p> <p>Knowledge Block 1- What magnets do</p> <ul style="list-style-type: none"> Magnets exert attractive forces on some metals <p>Knowledge Block 2- Magnets don’t need to touch</p>	<u>Science</u> Topic Title: Plants and their food production <p>New Plants</p> <p>Knowledge Block 1- What flowers are for</p> <ul style="list-style-type: none"> All flowering plants make seeds (reproduction) that can grow (germinate) into new plants Plants need water, light and a suitable temperature to grow and stay healthy

	<p>Changing Materials (Buildings and Clothes)</p> <p>Knowledge Block 1- How materials can change</p> <ul style="list-style-type: none">• The properties of a material determine whether they are suitable for a purpose.• Materials can be changed by physical force (twisting, bending, squashing and stretching). <p>(The purpose of the activities within this learning journey is for children to understand why we choose certain materials to do certain jobs. Children will plan how to test materials (wood, metal, plastic, glass, brick, paper, rock, cardboard))</p> <p>Knowledge Block 1- Properties of solids, liquids and gases</p> <ul style="list-style-type: none">• Materials can be divided into solids, liquids and gases.• Solids hold their shape unless forced to change.• Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is.• Gases move everywhere and are not held in containers by gravity. <p>Knowledge Block 2- Changing state</p> <ul style="list-style-type: none">• Heating causes solids to melt into liquids and liquids to evaporate to gases.• Cooling causes gases to condense to liquids and liquids to freeze to solids.• 	<ul style="list-style-type: none">• All animals eventually, die• Different animals live to different ages• Different animals reach different sizes before they are able to reproduce• Different animals reproduce at different ages• Animals, including humans, have offspring which grow into adults• Exercise, eating the right amounts of different types of food and hygiene are important to maintain good health and wellbeing <p>Living things</p> <p>Knowledge Block 1- Classifying living things</p> <ul style="list-style-type: none">• Living things can be divided into groups based upon their characteristics• Classification keys help group, identify and name living things• Animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine)• In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten• If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others <p>Knowledge Block 2- Life cycles</p> <ul style="list-style-type: none">• Mammals, amphibians, insects and birds have different life cycles.• Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always.• All animal life cycles begin with growth and development followed by reproduction.• Some animals undergo a complete metamorphosis as they grow. Metamorphosis is a process where animals undergo an abrupt and obvious change in the structure of their body and their behaviour.• Some animals are eusocial. This means they live in colonies (groups) with one animal or group producing	<ul style="list-style-type: none">• A food chain begins with a producer. This is often a green plant because plants can make their own food. A living thing that eats other plants is called a consumer. <p>Knowledge Block 1- Adapted to survive</p> <ul style="list-style-type: none">• There is variation in all living things• Animals and plants live in a variety of different places called habitats• Animals and plants have adapted to survive in different habitats• Wild plants such as ferns, daisies, nettles and dandelions grow randomly.• Garden plants such as roses, tulips, poppies, daffodils are planted intentionally. <p>Knowledge Block 2- Plants adaptations for survival</p> <ul style="list-style-type: none">• Plants have specific adaptations for survival• To survive they need to get water, light, and avoid being eaten <p>Knowledge Block 2- Environmental change</p> <ul style="list-style-type: none">• Environmental change affects different habitats differently• Human activity significantly affects the environment Different organisms are affected differently by environmental change	<ul style="list-style-type: none">• Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone• Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate <p>Knowledge Block 2- The properties of rocks</p> <ul style="list-style-type: none">• These three types of rocks all have different properties to each other, including porosity, hardness, reaction to chemicals• The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals <p>Knowledge Block 3- The structure of soils</p> <ul style="list-style-type: none">• Soil is made up of small broken-down pieces of rock.• Soil contains a range of different size rock pieces, e.g., sand grains or stones.• Soil also contains humus (rotted plant material) <p>Soil made of very fine rock is called silt or clay.</p>	<ul style="list-style-type: none">• Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force <p>Knowledge Block 3- Magnets attract and repel</p> <ul style="list-style-type: none">• Each end of a magnet is called a pole, opposite poles are called north and south.• Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites).• Magnets exert repulsive forces on each other when the poles facing each other are the same. <p>Knowledge Block 4- what affects magnetic strength</p> <p>The strength of magnetic forces is affected by:</p> <ul style="list-style-type: none">• The strength of the magnet.• The distance between the magnet and the object. <p>The material the object is made from.</p>	<p>Knowledge Block 2- What happens after a plant has produced seeds</p> <p>Some plants die after it has produced its seed and sometimes the plant lives for many generations producing seeds each year</p> <p>Knowledge Block 1- Plants don't go to McDonalds</p> <ul style="list-style-type: none">• Plants do not eat food so have to make their own.• This food provides them with energy, and materials to grow• To make the food (sugar) plants need water from the ground, carbon dioxide from the air and light from the sun.<ul style="list-style-type: none">◦ The water is taken up through the roots from the soil◦ The carbon dioxide is taken in through the leaves <p>As well as food, plants also make oxygen which is given out back into the air through the leaves- photosynthesis</p>
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		young and the others working to care for them.				
	LONGITUDINAL STUDY – heights of children – bar graph/data collection (Year 2= block graph, Year 3=bar graph)					
	<p><u>DT</u> Topic Title: Textiles- Templates and joining techniques Outcome: Make an animal hand puppet</p> <ul style="list-style-type: none"> - Explore a range of existing products - To work confidently within a chosen context - To experiment with different joining techniques - To use design criteria to develop ideas - To create a final design idea - To explore how to make accurate templates and pattern pieces - To explore finishing techniques - To make a final puppet product - To evaluate puppet making simple judgements - To evaluate how suitable the puppet is for the intended user 	<p><u>Art</u> Topic Title: LONDON Artist- Sir Christopher Wren</p> <ul style="list-style-type: none"> - To know about Sir Christopher Wren and recall prior learning about the Great Fire of London - To practice observational sketching and shading buildings. - To use water colours to create different tones. - To use drawing and imagination to develop ideas about St Paul’s Cathedral. - To use a chosen media to make observational drawings of my clay model. 	<p><u>Art</u> Topic Title: Shadow Art Artists: Vincent Bal, Kumi Yamashita</p> <ul style="list-style-type: none"> - To explore shadow art and shadow artists. - To develop observational sketches of shadows. - To develop an understanding of how to create shadow using charcoal. - To experiment using objects to create shadows to turn into art pieces. - To create my final piece. 	<p><u>DT</u> Topic Title: Mechanisms-Sliders and levers Outcome: A moving card</p> <ul style="list-style-type: none"> - Explore a range of sliders and levers - To explore and evaluate products with moving parts - To investigate the properties of everyday materials - To explore a range of materials to help make design decisions - To explore a range of users and purposes - To investigate and evaluate cards that include a variety of mechanisms and moving parts - To generate design ideas for a congratulations card - To use skills from art and design to decorate card - To apply a chosen mechanism to a celebration card - To evaluate the card 	<p><u>Art</u> Topic Title: Windrush Artists: Frank Bowling (print)</p> <ul style="list-style-type: none"> • How to use shading and textures in drawing with pencils and charcoals. • Watercolour techniques including wet-on-wet and layering. • Understanding of primary, secondary and tertiary colours in colour mixing. • Basic printmaking techniques and their application. • Collaborative art-making and integrating techniques used by Frank Bowling. • Art critique skills and understanding of how art can convey narratives. 	<p><u>DT</u> Topic Title: Cooking and nutrition: healthy and varied diets- Outcome: Fruit Fritter (kuih Kodok – Malaysian inspired fruit fritter)</p> <ul style="list-style-type: none"> • Understanding of different food groups and their role in a healthy diet. • Knowledge of diverse ingredients and their uses in cooking. • Skills in meal planning and understanding how to balance a meal according to dietary guidelines. • Ability to prepare simple ingredients safely and hygiene awareness. • Practical cooking skills and application of healthy eating principles. • Ability to critique food on various factors including healthiness, taste, and presentation
	<p><u>COMPUTING</u> Computing systems and networks – IT around us</p> <ul style="list-style-type: none"> • Describe some uses of computers • Identify that a computer is a part of information technology • Open files • Move and resize images • Recognise that information technology can be connected • Know how to use information technology safely and respectfully 	<p><u>COMPUTING</u> Creating Media- Digital photography</p> <ul style="list-style-type: none"> • Explain the process of capturing a digital photo • Take photos in both landscape and portrait format • Explain why a photo looks better in portrait or landscape format • Retake photos to improve the image • Explore the effect of light on photos 	<p><u>COMPUTING</u> Creating Media- Digital music</p> <ul style="list-style-type: none"> • Create a rhythm pattern • Use a computer to experiment with pitch and duration • Identify that music is a sequence of notes • Refine musical patterns on a computer • Save work in a file and reopen 	<p><u>COMPUTING</u> Data and Information- Pictograms</p> <ul style="list-style-type: none"> • Record data in a tally chart • Compare totals in a tally chart • Enter data onto a computer • Use a computer to view data • Create a pictogram and draw conclusions from it • Use a computer program to present information in different ways • Share what has been discovered using a computer 	<p><u>COMPUTING</u> Programming – Robot algorithms</p> <ul style="list-style-type: none"> • Give clear and unambiguous instructions • Create different algorithms for a range of sequences • Use an algorithm to program a robot • Predict the outcomes of a sequence • Explain what my algorithm should achieve • Test and debug a the program 	<p><u>COMPUTING</u> Programming - Quizzes</p> <ul style="list-style-type: none"> • Match two sequences with the same outcome • Work out the actions of a sprite in an algorithm • Build the sequences of blocks needed • Choose backgrounds for a design • Choose images for a design • Compare the project to the design

		<ul style="list-style-type: none">Recognise that images can be changedUse tools to achieve desired effectIdentify which photos are real and which have been changed				<ul style="list-style-type: none">Improve the project by adding featuresDebug the project
	<p>RE - Topic title: The Church as God's House</p> <p>Key Concept: Belonging</p> <p>UC: Creation/ Fall</p> <p>1 Communicate: express creatively their own responses to <i>belonging</i></p> <p>2 Apply: recognise simple examples of how the feeling of <i>belonging</i> affects their own and others' lives.</p> <p>3 Inquire: describe in simple terms what <i>belonging</i> means</p> <p>4 Contextualise: simply describe what Christians believe about how Jesus <i>changed</i> people's lives</p> <p>5 Evaluate: describe in simple terms why Christians value the sense of belonging that Christians feel within the church</p>	<p><u>RE</u> - Topic Title: Advent</p> <p>Key Concept: Waiting</p> <p>UC: Incarnation</p> <p>1 Communicate: express creatively their own responses to <i>Waiting</i></p> <p>2 Apply: recognise simple examples of how the feeling of <i>Waiting</i> affects their own and others' lives.</p> <p>3 Inquire: describe in simple terms what <i>Waiting</i> means and its relevance to advent</p> <p>4 Contextualise: simply describe what Christians believe about Advent and the waiting</p> <p>5 Evaluate: describe in simple terms why Christians value the sense of waiting in advent</p>	<p><u>RE</u> - Topic Title: Purim</p> <p>Key Concept: Identity (belonging)</p> <p>1 Inquire: simply describe the meaning of <i>identity</i> and what this means to those of Jewish faith</p> <p>2 Contextualise: simply describe how Jews express the concept of <i>identity</i> at Purim</p> <p>3 Evaluate: in simple terms discern and describe the importance of <i>identity</i> to Jews and</p> <p>Discern the possible value of identity for their own lives and communities</p> <p>4 Communciate: express creatively their own responses to <i>identity</i></p> <p>5 Apply: recognise and describe examples of how their <i>identity</i> affects theirs and others' lives.</p>	<p><u>RE</u> - Topic Title: Symbol of the cross</p> <p>Key Concept: Symbol</p> <p>UC: Salvation</p> <p>1/2 Inquire/ Contextualise: Children can describe what has been taught about symbols and how they are used in the tradition studied.</p> <p>3 Evaluate: Children can discern and describe the value of a <i>symbol</i> to Christians and the possible value for themselves and others</p> <p>4 Communicate: Children can express creatively as well as describe a personal response to the concept of a <i>symbol</i>.</p> <p>5 Apply: Children can recognize how their responses relate to events in their own and others' lives.</p>	<p><u>RE</u> - Topic Title: Ideas about God</p> <p>Key Concept: God</p> <p>UC: God</p> <p>1 Communicate: express creatively their response to the concept of <i>God</i></p> <p>2 Apply: recognise when they and others think about <i>God</i></p> <p>3 Inquire: simply describe the concept of <i>God</i></p> <p>4 Contextualise: simply describe ways in which the concept of <i>God</i> is expressed in Christian and Hindu traditions</p> <p>5: Evaluate: in simple terms discern something of the value of <i>God</i> to Christians and Hindus and the possible value for themselves.</p>	<p><u>RE</u> - Topic Title: Food rituals</p> <p>Key Concept: Rituals (special)</p> <p>UC: People of God</p> <p>1/2 Inquire/ Contextualise: Children can describe what has been taught about rituals and how they are used in the tradition studied.</p> <p>3 Evaluate: Children can discern and describe the value of rituals to Christians and the possible value for themselves and others</p> <p>4 Communicate: Children can express creatively as well as describe a personal response to the concept of a ritual.</p> <p>5 Apply: Children can recognize how their responses relate to events in their own and others' lives.</p>
<p><u>French</u></p> <p>Greetings and Family</p> <ul style="list-style-type: none">Intercultural understanding: Compare schools in France/UKRecap greetingsBegin to use basic greetings to hold a short conversationIntroduce the names of family members and able to answer how many brothers and sisters they have. <p>Intercultural: Christmas traditions in France</p>			<p><u>French</u></p> <p>– Animals</p> <ul style="list-style-type: none">Introduce farm animalsIntercultural: Introduce sounds of animals and compare to English <p>Book: Aboies george</p>			<p><u>French</u></p> <p>Body parts and colours</p> <ul style="list-style-type: none">Introduce body partsRecognise different body partsLabel body partsRecap colours and answer simple question what their favourite colour is <p>Song: heads, shoulders, knees and toes</p>
<p><u>PE</u></p> <p>Games- circuit training</p> <p>Year 2</p> <p>Can show how to exercise safely.</p> <p>Can describe how their body feels during different activities.</p> <p>Can explain what their body needs to keep healthy.</p> <p>Year 3</p> <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down</p>	<p><u>PE</u></p> <p>Games- Introduction to invasion games</p> <p>Year 2</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully</p> <p>Follow rules for a game</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Year 3</p> <p>Find a useful space and get into it to support teammates</p>	<p><u>PE</u></p> <p>Games- Dodgeball</p> <p>Year 2</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully</p> <p>Follow rules for a game</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Year 3</p> <p>Find a useful space and get into it to support teammates</p>	<p><u>PE</u></p> <p>Games- net and wall fundamentals</p> <p>Year 2</p> <p>Pass a ball accurately over longer distances to a team mate</p> <p>Combine stopping, pick up/collect and send a ball accurately to other players</p> <p>Make simple decisions about when/where to move in a game to receive a ball</p> <p>Follow rules for a game</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p><u>PE</u></p> <p>Games- Invasion- handball</p> <p>Year 2</p> <p>Pass a ball accurately (hands and feet) over longer distances to a team mate</p> <p>Combine stopping, pick up/collect and send a ball accurately to other players</p> <p>Make simple decisions about when/where to move in a game to receive a ball</p> <p>Follow rules for a game</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Year 3</p>	<p><u>PE</u></p> <p>Games- Striking and fielding fundamentals</p> <p>Year 2</p> <p>Send a ball off a tee using a bat or racket</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop</p> <p>Stop moving when the bowler has the ball</p> <p>Follow rules for a game</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Year 3</p>	

	<p>Gym- locomotion and rolling Year 2 Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions -sometimes giving advice to others Be still on single/two + points of contact on floor/apparatus showing tension & control</p> <p>Year 3 Know principles of balance, agility, coordination and apply them on floor & apparatus Can include change of speed/direction/level within sequences</p>	<p>Know how to keep and win back possession of the ball in a team game.</p> <p>Dance- Street Dance Year 2 Can dance with control and Co-ordination Can make a sequence by linking sections together.</p> <p>Year 3 Respond to music in time & rhythm. Can repeat and link a series of movements in time to music</p>	<p>Know how to keep and win back possession of the ball in a team game.</p> <p>Dance- The Explorers (Val S) Year 2. Can make a sequence by linking several movements together with control and co-ordination. Can change rhythm, speed, level and direction with consistency</p> <p>Year 3 Perform pair/group dance involving canon & unison, meet & part Can apply basic compositional ideas to create dances which convey feelings and emotions Respond to music to express a variety of moods & feelings</p>	<p>Year 3 To be able to perform basic skills such as passing and catching using recognised throws - the chest pass and shoulder pass Make a series of passes to team mates moving towards the scoring area Know where space is and how to move into it Mark another player and defend when needed</p> <p>Gym- movement Year 2 Make body tense, relaxed, curled and stretched, in a range of movements. Perform a linked sequence with changes in speed & direction Jump/land with control using different body shapes in flight Link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>Year 3 Use a greater number of own ideas for movement in response to a task Jump/land with control using different body shapes in flight. Travel while using various hand apparatus such as ribbon/hoop/rope/ball- (rhythmic gymnastics). Can include change of speed/direction/level within sequences</p>	<p>Know where to score and how to position the ball to score Move into spaces to avoid defenders Make a series of passes to team mates moving towards the scoring area Know where space is and how to move into it Mark another player and defend when needed</p> <p>Dance- Plants Year 2 Perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills · change rhythm, speed, level and direction of their movements · create and perform dances using simple movement patterns, including those from different times and cultures · express and communicate ideas and feelings</p> <p>Year 3 Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions. Can apply basic compositional ideas to create dances which convey feelings and emotions</p>	<p>Use overarm and underarm throwing and catching skills Begin to strike a bowled ball after a bounce Bowl a ball towards a target Throw and catch under pressure Use fielding skills to stop the ball effectively Work as a team using tactics to score runs</p> <p>Athletics Year 2 Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Jump for distance from a standing position with accuracy and control Throw different types of equipment in different ways, for accuracy and distance Be able to maintain and control a run over different distances</p> <p>Year 3 Identify and demonstrate how different techniques can affect their performance Focus on their arm and leg action to improve their sprinting technique Begin to combine running with jumping over hurdles Focus on trial leg and lead leg action when running over hurdles Understand the importance of adjusting running pace to suit the distance being run Develop an effective take-off for the standing long jump Throw with greater control and accuracy Show increasing control in their overarm throw Perform a push throw Continue to develop techniques to throw for increased distance</p>
	<p><u>PSHE/RSE</u></p> <p>What makes a good friend? BV: Mutual respect</p> <ul style="list-style-type: none"> • how to make friends with 	<p><u>PSHE/RSE</u></p> <p>What is bullying? BV: Mutual respect</p>	<p><u>PSHE/RSE</u></p> <p>How do we recognise our feelings?</p>	<p><u>PSHE/RSE</u></p> <p>What helps us to stay safe? BV: The rule of Law</p>	<p><u>PSHE/RSE</u></p> <p>How can we develop a healthy lifestyle?</p>	<p><u>PSHE/RSE</u></p> <p>How can we become a good global citizen?</p>

	<p>others</p> <ul style="list-style-type: none"> to recognise the ways in which they are the same and different to others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time <p>how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>BV: Rule of law/ Individual Liberty</p> <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group
	<p><u>Music</u> Topic: Inventing a Musical Story Year 2</p> <ul style="list-style-type: none"> I can listen to and understand different pieces of high quality live and recorded music. I can find the pulse and internalise it in my head. <p>Year 3</p> <ul style="list-style-type: none"> I can listen with direction to a range of high quality music. I can begin to listen to and recall sounds with increasing aural memory. 	<p><u>Music</u> Topic: Our Big Concert</p> <p>Year 2</p> <ul style="list-style-type: none"> I can sing a song in two parts. I can practise, rehearse and perform music to an audience with confidence <p>Year 3</p> <ul style="list-style-type: none"> I can sing songs with multiple parts with increasing confidence. Understand steady beat and rhythm in 2,3 and 4 and Identify other related instruments 	<p><u>Music</u> Topic: Playing in an Orchestra</p> <p>Year 2</p> <ul style="list-style-type: none"> I can improvise a simple rhythm using different instruments including my voice. I can understand that the words in a song can affect its melody <p>Year 3</p> <ul style="list-style-type: none"> I can understand that improvisation is when a composer makes up a tune within boundaries. I can understand that composition is when a composer writes down and records a musical idea. 	<p><u>Music</u> Topic: More Musical Styles</p> <p>Year 2</p> <ul style="list-style-type: none"> I can understand that timbre describes the character or quality of a sound. I can understand that texture describes the layers within the music. I can understand that structure describes how different sections of music are ordered. <p>Year 3</p> <ul style="list-style-type: none"> I can find the pulse in songs/music with confidence. I can understand some formal, written notation 	<p><u>Music</u> Topic: Enjoying Improvisation</p> <p>Year 2</p> <ul style="list-style-type: none"> I can describe a piece of music using musical language. I can use tuned and untuned classroom percussion to play accompaniments and tunes. I can use tuned and untuned classroom percussion to compose and improvise. <p>Year 3</p> <ul style="list-style-type: none"> I can confidently recognise a range of musical instruments. Read simple tunes from conventional notation 	<p><u>Music</u> Topic: Writing Music Down</p> <p>Year 2</p> <ul style="list-style-type: none"> I can confidently perform rhymes, raps and songs. I can play instruments using the correct techniques with respect. I can experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Year 3</p> <ul style="list-style-type: none"> I can play and perform in solo or ensemble contexts with confidence. Understand solo, unison, ensemble Recognise repeated sections in music played, sung and listened to

				which includes crotchets and rests.	<ul style="list-style-type: none">• Identify and understand changes of tempo and dynamic• Sing and play matching pitch accurately	
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