

Science Autumn Cycle1		Autumn Cycle 2	
<u>Year 2</u>	<u>Year 3</u>	<u>Year 2</u>	<u>Year 3</u>
<p>To investigate materials. Distinguish between an object and the material with which it is made. Identify and name a variety of materials, including wood, plastic, glass, metal, water, paper and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Find out how the shape of some materials can be changed by bending, squashing, twisting and stretching. Investigation-</p>	<p>To understand light and seeing. Observe and name a variety of sources of light, including electric lights, flames and the sun, explaining that we see things because light travels from the source to our eyes. Notice that light is reflected from surfaces. Associate shadows with a light source being blocked by something; find patterns that determine the size of the shadow. Simple observation of the sun's movement every day.</p>	<p>To Understand how humans and other animals are born, grow and change, and what we need to survive and be healthy. To be able to classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing attention on the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Make positive choices that contribute to a healthy lifestyle.</p>	<p>Continuation of Light investigations.</p>

Spring 1

Spring 2

Year 2

To understand movement and forces.
Notice and describe how things move using simple comparisons, such as faster and slower.

Compare how different things move.
Investigate how things move.

Year 3

To understand movement, forces and magnets.
Notice that some forces need contact between two objects and some forces act at a distance.

Describe magnets as having two poles.
Then predict whether two magnets will attract or repel each other depending on which poles are facing each other.
Observe how some magnets attract or repel each other and attract some materials and not others.
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
Investigation-

Year 2

To understand the life cycle of animals and humans.
Observe the life cycle of frog.

Year 3

To know the parts of a plant.
Set up an investigation to demonstrate what plant need to grow well.

Creating, predict and gather data to show the results of the growing investigation.

To know how water is transported by plants- investigation.
To know that flowers are part of the life cycle of a plant.

Summer 1		Summer 2	
<u>Year 2</u>		<u>Year 3</u>	
<p>To investigate living things. Explore and compare the differences between things that are living, that are dead and have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of the different kinds of animals and plants and how they depend on each other. Identify and name a variety plants and animals in the local and wider environment, using classification keys to assign them to groups. Give reasons for their classification based on their characteristics. Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</p>	<p>To identify the different types of teeth humans have. To understand the basic needs of living things. Describe the importance of nutrition. Investigate human survival.</p> <p>Describe why humans need to eat healthy and need exercise in order to stay healthy. Investigation- hygiene- washing hands.</p>	<p><u>Year 2</u></p> <p>To investigate living things. Identify and describe the functions of different parts of flowering plants. Explore what a plant needs to survive. How do the requirements of one plant differ from another? Investigation- do all plants need the same amount of water, air, light and room to grow?</p> <p>Investigation- how does a plant transport water? Investigation- deprivation of water, light and temperature to grow.</p>	<p><u>Year 3</u></p> <p>To investigate materials. Compare and group different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things have lived are trapped within sedimentary rocks.</p>

To Work Scientifically

Milestone 1

Ask simple questions.

Observe closely, using simple equipment.

Perform simple tests.

Identify and classify.

Use observation and ideas to suggest answers to questions.

Gather and record data to help answer questions.

Milestone 2

Ask relevant questions.

Set up simple practical enquiries and comparative fair tests.

Make measurements using a range of equipment.

Gather, record, classify and present data in a variety of ways to answer questions.

Record findings using simple scientific vocabulary, drawings, labelled diagrams, bar charts and tables.

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

Identify differences, similarities or changes related to simple, scientific ideas and processes.

Use straightforward, scientific evidence to answer questions to support their findings.

PE

Autumn 1	Autumn 2
<i>Going Global</i>	<i>Colour</i>
<p><u>To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></p> <p>Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.</p> <p>Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Apparatus Dance</p>	<p><u>To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></p> <p>Use the term team mate and opponent. Develop tactics. Lead others where appropriate. To throw and catch with control and accuracy.</p> <p>Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Ball Games Dance</p>

Spring 1

Buried Treasure

To develop practical skills in order to participate, compete and lead a healthy lifestyle

Copy and remember actions.

Move with some control and awareness of space.

Link two or more actions to make a sequence.

Show contrasts.

Travel by rolling forwards, backwards and sideways.

Hold a position whilst balancing on different points of the body.

Climb safely on equipment.

Stretch and curl to develop flexibility.

Jump in a variety of ways and land with increasing control and balance.

Gymnastics

Co-operation Games

Spring 2

Knights and Castles

To develop practical skills in order to participate, compete and lead a healthy lifestyle

Sprint over a short distance.

Jump in a number of ways, using a run up where appropriate.

Compete with others and aim to improve personal best.

Use a range of throwing techniques.

Copy and remember actions.

Move with some control and awareness of space.

Link two or more actions to make a sequence.

Show contrasts.

Travel by rolling forwards, backwards and sideways.

Hold a position whilst balancing on different points of the body.

Climb safely on equipment.

Stretch and curl to develop flexibility.

Jump in a variety of ways and land with increasing control and balance.

Athletics

Apparatus

Summer 1

Victorians

To develop practical skills in order to participate, compete and lead a healthy lifestyle

Sprint over a short distance.

Jump in a number of ways, using a run up where appropriate.

Compete with others and aim to improve personal best.

Use the term team mate and opponent.

Develop tactics.

Lead others where appropriate.

Copy and remember actions.

Move with some control and awareness of space.

Link two or more actions to make a sequence.

Show contrasts.

Travel by rolling forwards, backwards and sideways.

Hold a position whilst balancing on different points of the body.

Climb safely on equipment.

Stretch and curl to develop flexibility.

Jump in a variety of ways and land with increasing control and balance.

Athletics

Apparatus

Summer 2

On the Beach

To develop practical skills in order to participate, compete and lead a healthy lifestyle

Sprint over a short distance.

Jump in a number of ways, using a run up where appropriate.

Compete with others and aim to improve personal best.

Use the term team mate and opponent.

Develop tactics.

Lead others where appropriate.

Circuits

Athletics

History/Geography

Autumn 1	Autumn 2
History Buried Treasure	History Colour
<p><u>To investigate and interpret the past</u> Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Identify some of the different ways the past has been represented.</p> <p><u>To understand chronology</u> Place events and artefacts in order of time on a line. Label time lines with words or phrases such as:- past, present, older and newer. Use dates where appropriate.</p> <p><u>To build an overview of world history</u> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>To communicate historically</u> Use words and phrases such as:- a long time ago, recently, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>	<p><u>To build an overview of world history</u> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p>

Spring 1	Spring 2
Geography <i>Going Global</i>	History <i>Knights and Castles</i>
<p><u>To investigate patterns</u> Describe geographical similarities and differences between countries.</p> <p><u>To investigate places</u> Ask and answer geographical questions. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.</p> <p><u>To communicate geographically</u></p>	<p><u>To investigate and interpret the past</u> Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Identify some of the different ways the past has been represented.</p> <p><u>To build an overview of world history</u> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>To communicate historically</u> Use words and phrases such as:- a long time ago, recently, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>

Summer 1	Summer 2
History Victorians	Geography On the Beach
<p><u>To investigate and interpret the past</u> Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Identify some of the different ways the past has been represented.</p> <p><u>To understand chronology</u> Place events and artefacts in order of time on a line. Label time lines with words or phrases such as:- past, present, older and newer. Use dates where appropriate.</p> <p><u>To build an overview of world history</u> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>To communicate historically</u> Use words and phrases such as:- a long time ago, recently, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>	<p><u>To investigate patterns</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify land use around school. Describe how the locality of the school has changed over time.</p> <p><u>To investigate places</u> Ask and answer geographical questions. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use simple field work and observational skills to study geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Explain own views about locations, giving reasons. Use a range of resources to identify the key human and physical features of a location.</p> <p><u>To communicate geographically</u></p>

MFL

Autumn 1	Autumn 2
Buried Treasue	Colour
<p><u>To speak confidently</u> Understand a range of spoken phrases. Understand standard language. Answer simple questions and give basic information. Give reasons to question about everyday events. Pronounce words showing knowledge of sound patterns.</p> <p><u>To read fluently</u> Read aloud everyday words and phrases. Use phonic knowledge to read words.</p>	<p><u>To speak confidently</u> Understand a range of spoken phrases. Understand standard language. Answer simple questions and give basic information. Give reasons to question about everyday events. Pronounce words showing knowledge of sound patterns.</p> <p><u>To read fluently</u> Read aloud everyday words and phrases. Use phonic knowledge to read words.</p>
Spring 1	Spring 2
Going Global	Knights and Castles
<p><u>To understand the culture of the countries which the language is spoken</u> Identify the countries and the communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.</p>	<p><u>To speak confidently</u> Understand a range of spoken phrases. Understand standard language. Answer simple questions and give basic information. Give reasons to question about everyday events. Pronounce words showing knowledge of sound patterns.</p> <p><u>To read fluently</u> Read aloud everyday words and phrases. Use phonic knowledge to read words.</p>
Summer 1	Summer 2
Victorians	On the Beach
<p><u>To speak confidently</u> Understand a range of spoken phrases. Understand standard language. Answer simple questions and give basic information. Give reasons to question about everyday events. Pronounce words showing knowledge of sound patterns.</p> <p><u>To read fluently</u> Read aloud everyday words and phrases. Use phonic knowledge to read words.</p>	<p><u>To understand the culture of the countries which the language is spoken</u> Identify the countries and the communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.</p>

DT

Autumn 1	Autumn 2
Buried Treasure	Colour
<p><u>To take inspiration from design throughout history</u> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. Identify some of the great designers in all areas of study to generate ideas for design. Materials - Cut materials safely using tools provided Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Select appropriate joining techniques. Food - Cut, peel or grate ingredients safely and hygienically using appropriate utensils. Measure or weigh using measuring cups or electronic scales Assemble or cook ingredients. Follow a simple recipe. Construction- Choose suitable techniques to construct products. Strengthen materials using suitable techniques. Mechanics - Create products using levers, wheels and</p>	<p><u>To take inspiration from design throughout history</u> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. Identify some of the great designers in all areas of study to generate ideas for design. Materials - Cut materials safely using tools provided Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Select appropriate joining techniques. <u>To master practical skills</u> Construction- Choose suitable techniques to construct products. Strengthen materials using suitable techniques</p>

winding mechanisms.	
Spring 1	Spring 2
<i>Going Global</i>	<i>Knights and Castles</i>
<p><u>To take inspiration from design throughout history</u></p> <p>Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. Identify some of the great designers in all areas of study to generate ideas for design.</p> <p>Materials - Cut materials safely using tools provided Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Select appropriate joining techniques.</p> <p>Construction- Choose suitable techniques to construct products. Strengthen materials using suitable techniques</p>	<p><u>To take inspiration from design throughout history</u></p> <p>Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. Identify some of the great designers in all areas of study to generate ideas for design.</p> <p>Materials - Cut materials safely using tools provided Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Select appropriate joining techniques.</p> <p>Construction- Choose suitable techniques to construct products. Strengthen materials using suitable techniques</p> <p>Mechanics - Create products using levers, wheels and winding mechanisms.</p>

<h2>Summer 1</h2>	<h2>Summer 2</h2>
<h3>Victorians</h3>	<h3>On the Beach</h3>
<p><u>To design, make, evaluate and improve</u> Design products that have a clear purpose and an intended user. Make products, refine the design as work in progresses. Continually evaluating the product design. Use software to design.</p> <p><u>To take inspiration from design throughout history</u> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. Identify some of the great designers in all areas of study to generate ideas for design.</p> <p><u>To master practical skills</u></p> <p>Textiles- shape textiles using templates. Join textiles using a running stitch. Colour and decorate textiles using a number of techniques.</p> <p>Materials - Cut materials safely using tools provided Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Select appropriate joining techniques.</p> <p>Construction- Choose suitable techniques to construct products. Strengthen materials using suitable techniques</p>	<p><u>To take inspiration from design throughout history</u> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. Identify some of the great designers in all areas of study to generate ideas for design.</p> <p>Materials - Cut materials safely using tools provided Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Select appropriate joining techniques.</p> <p>Food - Cut, peel or grate ingredients safely and hygienically using appropriate utensils. Measure or weigh using measuring cups or electronic scales Assemble or cook ingredients. Follow a simple recipe.</p> <p>Construction- Choose suitable techniques to construct products. Strengthen materials using suitable techniques</p>

Art

Autumn 1	Autumn 2
Buried Treasure	Colour
<p><u>To master techniques</u> Draw lines of different sizes and thicknesses. Colour own work neatly following the lines. Show pattern and texture by showing adding dots and lines. Show different tones by using different pencils. Use objects to mimic print from the environment.</p> <p>To take inspiration from the greats Describe the work of noticeable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>To develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>	<p><u>To master techniques</u> Print -Use layers of two or more colours. Use repeating or overlapping shapes. Draw lines of different sizes and thicknesses. Colour own work neatly following the lines. Show pattern and texture by showing adding dots and lines. Show different tones by using different pencils. Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to make tints and black to make tones. Create colour wheels.</p> <p>To develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p>
Spring 1	Spring 2
Going Global	Knights and Castles
<p>To develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas</p>	<p><u>To master techniques</u> Draw lines of different sizes and thicknesses. Colour own work neatly following the lines. Show pattern and texture by showing adding dots and</p>

<p>develop.</p> <p><u>To master techniques</u></p> <p>Draw lines of different sizes and thicknesses. Colour own work neatly following the lines. Show pattern and texture by showing adding dots and lines. Show different tones by using different pencils.</p> <p>To take inspiration from the greats</p> <p>Describe the work of noticeable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>lines.</p> <p>Show different tones by using different pencils. Join materials using glue or stitch.</p> <p>To develop ideas</p> <p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p> <p><u>To master techniques</u></p> <p>Show pattern and texture by showing adding dots and lines. Show different tones by using different pencils. Use thick and thin paint brushes. Use weaving to create a pattern.</p>
<h2>Summer 1</h2>	<h2>Summer 2</h2>
<h3>Victorians</h3>	<h3>On the Beach</h3>
<p><u>To master techniques</u></p> <p>Print -Use layers of two or more colours. Use repeating or overlapping shapes. Draw lines of different sizes and thicknesses. Colour own work neatly following the lines. Show pattern and texture by showing adding dots and lines. Show different tones by using different pencils.</p>	<p><u>To master techniques</u></p> <p>Draw lines of different sizes and thicknesses. Colour own work neatly following the lines. Show pattern and texture by showing adding dots and lines.</p>

<p>Mimic print from the environment eg wallpapers.</p> <p>To take inspiration from the greats Describe the work of noticeable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>To develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p> <p>To develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p>	<p>Show different tones by using different pencils. Use thick and thin brushes.</p> <p>Mix primary colours to make secondary colours. Add white to make tints and black to make tones Use a combination of materials that are cut, tone and glued. Sort and arrange materials. Mix materials to create texture.</p> <p>Digital media - To use a wide range of tools to develop a range of shapes, tones and colours (ICT)</p>
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Music

Autumn 1	Autumn 2
Buried Treasure	Colour
<p><u>Year 2 and 3 continuous</u></p> <p><u>To Perform</u> Take part in singing, accurately following the melody. Follow in instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p><u>To Compose</u> Create a sequence of long and short sounds. Clap rhythms.</p>	<p><u>Year 2 and 3 continuous</u></p> <p><u>To Perform</u> Take part in singing, accurately following the melody. Follow in instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p><u>To Compose</u> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds. Choose sounds to create effect.</p>

<p>Create a mixture of different sounds. Choose sounds to create effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.</p> <p><u>Year 3</u> <u>To Transcribe</u> Use symbols to represent a composition and use them to help with a performance. <u>To describe music</u> Identify the beat of a tune. Recognise changes in timbre, dynamics, pitch and tempo. Identify instruments.</p>	<p>Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.</p> <p><u>Year 3</u> <u>To Transcribe</u> Use symbols to represent a composition and use them to help with a performance. <u>To describe music</u> Identify the beat of a tune. Recognise changes in timbre, dynamics, pitch and tempo.</p>
<h2>Spring 1</h2>	<h2>Spring 2</h2>
<p><i>Going Global</i></p>	<p><i>Knights and Castles</i></p>
<p><u>Year 2 and 3 continuous</u> <u>To Perform</u> Take part in singing, accurately following the melody. Follow in instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p><u>To Compose</u> Crete a sequence of long and short sounds.</p>	<p><u>Year 2 and 3 continuous</u> <u>To Perform</u> Take part in singing, accurately following the melody. Follow in instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p><u>To Compose</u> Crete a sequence of long and short sounds.</p>

<p>Clap rhythms. Create a mixture of different sounds. Choose sounds to create effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.</p> <p><u>Year 3</u> <u>To Transcribe</u> Use symbols to represent a composition and use them to help with a performance. <u>To describe music</u> Identify the beat of a tune. Recognise changes in timbre, dynamics, pitch and tempo. Identify instruments.</p>	<p>Clap rhythms. Create a mixture of different sounds. Choose sounds to create effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.</p> <p><u>Year 3</u> <u>To Transcribe</u> Use symbols to represent a composition and use them to help with a performance. <u>To describe music</u> Identify the beat of a tune. Recognise changes in timbre, dynamics, pitch and tempo. Identify instruments.</p>
<h2>Summer 1</h2>	<h2>Summer 2</h2>
<p>Victorians</p>	<p>On the Beach</p>
<p><u>Year 2 and 3 continuous</u> <u>To Perform</u> Take part in singing, accurately following the melody. Follow in instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p><u>To Compose</u> Create a sequence of long and short sounds.</p>	<p><u>Year 2 and 3 continuous</u> <u>To Perform</u> Take part in singing, accurately following the melody. Follow in instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p><u>To Compose</u> Create a sequence of long and short sounds. Clap rhythms.</p>

<p>Clap rhythms. Create a mixture of different sounds. Choose sounds to create effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.</p> <p><u>Year 3</u> <u>To Transcribe</u> Use symbols to represent a composition and use them to help with a performance.</p> <p><u>To describe music</u> Identify the beat of a tune. Recognise changes in timbre, dynamics, pitch and tempo. Identify instruments.</p>	<p>Create a mixture of different sounds. Choose sounds to create effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.</p> <p><u>Year 3</u> <u>To Transcribe</u> Use symbols to represent a composition and use them to help with a performance.</p> <p><u>To describe music</u> Identify the beat of a tune. Recognise changes in timbre, dynamics, pitch and tempo. Identify instruments.</p>
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PSHE

Autumn 1	Autumn 2
Buried Treasure	Colour

<p><u>Sense of Belonging</u> <u>To understand the need to feel safe</u> Identify the need to feel safe and how rules can provide safety. Create a set of rules that everyone agrees to follow. (Rights to respecting) <u>To understand a sense of belonging to a community</u> Discuss feelings in a new situation. Describe the feelings of belonging to a new community. Listen to stories from a child's perspective. <u>To understand that others have feelings</u> Recognise the feeling of empathy. <u>To develop ways to solve a problem</u> Develop ways to solve problems in various role play situations.</p>	<p><u>Your world, my world</u> <u>To understand the need to feel safe</u> Identify the need to feel safe and how rules can provide safety. Create a set of rules that everyone agrees to follow. (Rights to respecting) <u>To understand a sense of belonging to a community in another country</u> Recognise that people living in other countries may be similar or different to familiar people around them. Describe the feelings of belonging to an unfamiliar community. Listen to stories from a child's perspective. <u>To understand that being unkind to others has consequences</u> Recognise the feeling of empathy. <u>To develop ways to solve a problem</u> Develop ways to solve problems in various role play situations.</p>
<p>Spring 1</p>	<p>Spring 2</p>
<p>Going Global</p>	<p>Knights and Castles</p>
<p><u>To understand the importance of recycling</u> Recognise the consequences of throwing rubbish on</p>	<p><u>To understand the importance of freedom</u> Recognise that some people have their right to</p>

<p>landfill. Listen to stories. Investigate where rubbish goes when it is thrown in the bin. Show awareness of the alternative to throwing rubbish in the bin. Discuss alternative ways of disposing of rubbish. Investigate recycling. <u>To understand the importance of accepting responsibility for looking after the earths future</u> Discuss ways to clear rubbish from immediate environment- safety issues. Recognise the moral and social impact of a cleaner environment- watch a video clip.</p>	<p>freedom taken away. Discuss the meaning of choice. Listen to stories, role play situations. Show an awareness of having the right to freedom. <u>To understand control</u> Show an awareness of when to take control of a situation and why. Recognising ways to take control of situations. <u>To develop ways to solve a problem</u> Develop ways to solve problems in various role play situations.</p>
<p>Summer 1</p>	<p>Summer 2</p>
<p>Victorians</p>	<p>On the Beach</p>
<p><u>To understand behaviour</u> Identify types of behaviour. Discuss friendships. Identify respect and how to care for others. Play friendship games. Listen to friendship poems.</p>	<p><u>To understand the importance of keeping safe</u> Discuss SMART safe. Recognise when there is a need to keep sun safe. Investigate the body board. Present information on staying sun safe. <u>To understand how to make informed decisions</u></p>

Create friendship poems.

To understand feelings

Identify feelings- power point discussion.

Play feelings games.

To develop ways to solve a problem

Develop ways to solve problems in various role play situations.

Recognise when there is a need to make informed decisions about the need to stay safe.

Investigate beach safety- internet.

Listen to road safety video.

Perform the action of crossing the road safely.

Design safety poster.