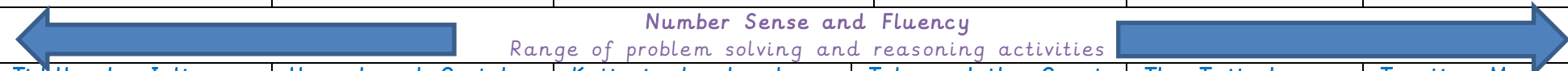


Coit Primary School Long Term Plan 2023-2024 Year Group: 2

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Visits/ Visitors			Emergency Services Museum		Local Area walk (business park)	Chatsworth Gardens
Mathematics <i>Problem Solving</i> <i>Finding rules and describing patterns</i> <i>Logic Problems</i> <i>Finding all possibilities</i>	<u>Place Value</u> Numbers to ten Count in 10s Tens and ones Recognise place value grid Partition and write numbers within 100 Number lines to 100 Estimate using number lines Compare numbers to 100 Order objects and numbers Count in 2s 5s 10s Count in 3s <u>Addition and Subtraction</u> Bonds to 10 Fact families and bonds to 20 Bonds to 100 Add by making 10 Add three 1-digit numbers	<u>Addition and Subtraction</u> 10 more 10 less Add and subtract 10s Add and subtract two 2-digit numbers not crossing ten and crossing ten Mixed addition and subtraction Compare calculations Missing number problems <u>Measurement-Money</u> Count pence Count pounds Count notes and coins Make amounts Compare amounts Find the total/difference Find change Two-step problems	<u>Multiplication and Division</u> Recognise and make equal groups Add equal groups Use the x sign Multiplication number sentences Use arrays Doubling Make equal groups (sharing/grouping) Odd even numbers Divide by 2 5 10 <u>Length and Height</u> Measure compare and order lengths Four operations with lengths	<u>Shape</u> Recognise and made 2D and 3D shapes Count sides and vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort and make patterns with 2D shapes Count faces and edges on 3D shapes Sort and make patterns with 3D shapes <u>Mass, Capacity and Temperature</u> Measure and compare mass and volume Ml / l Four operations with mass/volume	<u>Fractions</u> Parts and wholes Making equal parts Finding half Recognise and find quarters and thirds Unit and non-unit fractions Equivalence of two quarters and a half Find three quarters Count in fractions <u>Time</u> O'clock / half past Quarter past/to Tell the time to 5mins Write time Hours/days Durations	<u>Statistics</u> Tally charts Pictograms Block diagrams <u>Position and Direction</u> Describe position, movement and turns Make patterns with shapes

	Add and subtract to next ten and across ten			Reading temperature / reading scales		
						
English Class texts	<p>Tiddler by Julia Donaldson</p> <p>Grandad's Island by Benji Davies</p> <p>Seaside poetry</p>	<p>Hansel and Gretel</p> <p>Jack and the Jellybean Stalk by Racheal Mortimer</p>	<p>Katie in London by James Mayhew</p> <p>A Bear called Paddington by Michael Bond</p>	<p>Toby and the Great fire of London by Margaret Nash and Jane Cope</p>	<p>The Twits by Roald Dahl</p> <p>Giraffe Pelly and Me By Roald Dahl</p>	<p>Traction Man meets Turbo Dog by Mini Grey</p>
English Reading Focus	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate</p>	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Answering and asking questions. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Answering and asking questions. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters,</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives</p>

	<p>intonation to make the meaning clear.</p> <p>Answering and asking questions. (KPI)</p> <p>Discussing the sequence of events in books and how items of information are related. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Discussing the sequence of events in books and how items of information are related. (KPI)</p>	<p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Predicting what might happen on the basis of what has been read so far. (KPI)</p>	<p>events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>based on what has been read</p>
Developing throughout the year	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reading most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (KPI)</p> <p>Re-reading books to build up their fluency and confidence in word reading. (KPI)</p> <p>Using age appropriate texts, checking that the text makes sense to them as they read and correcting inaccurate reading. (KPI)</p> <p>Participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.</p>					
Phonics	<p>Phase 5 and 6</p> <p>l:l intervention</p>					

English Writing Focus	<p>Composition (oral): Recounts – sequencing ideas Skill (co-ordination) Poetry</p> <p>Transcription skills: Narrative- 1st person adventure Skill – use of capital letters, full stops, noun phrases</p>	<p>Composition (oral): Narratives – settings Skill – use of capital letters, full stops, noun phrases Poetry</p> <p>Transcription skills: Recounts / diary entries Skill – subordination Narrative settings Skill – Skill – use of capital letters, full stops, noun phrases</p>	<p>Composition (oral): Persuasive writing Skill expanded noun phrases</p> <p>Transcription skills: Recounts / diary entries Skill – subordination Narrative Setting descriptions Writing in role Skill – subordination Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Poetry Skill – suffixes</p> <p>Transcription skills: Recounts / diary entries Skill – subordination Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Narrative – character descriptions Skill – apostrophes for possession</p> <p>Transcription skills: Narrative 3rd person Writing in role Setting descriptions Skill – expanded noun phrases Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Non-chronological report pollinators (educational visit to Chatsworth) Transcription skills: Recount – educational visit to Chatsworth Non-chronological report- Florence Nightingale and Mary Seacole (History link) Skills – punctuation, time conjunctions</p>
Vocabulary, Grammar and Punctuation	<p>Word</p>	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page <u>57</u> in the year 2 spelling section in English Appendix I)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p> <p>Sentence</p> <p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p>				

		Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		
	Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]		
	Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]		
	Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma		
Science	<u>Materials</u> We will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	<u>Human Offspring and health and hygiene</u> We will consider: What is meant by offspring? Why do animals reproduce? How and why do animals change as they grow?	<u>Living things and their habitats</u> We will identify what things are alive/dead/never been alive? We will explore and compare these We will 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	<u>Plants</u> We will observe and describe how seeds and bulbs grow into mature plants We will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Disciplinary (Working Scientifically) Concepts:

<p>We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Disciplinary (Working Scientifically)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking 	<p>What are their basic survival needs?</p> <p>We will investigate how humans grow and learn about the importance of a healthy diet. We will also explore different methods of exercise and the impact that exercise has on our bodies. We will learn about different hygiene techniques including handwashing and teeth brushing.</p> <p>Disciplinary (Working Scientifically)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating 	<p>We will identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p> <p>Disciplinary (Working Scientifically)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>Primary Science 168 Teaching Adaptation</p>	<ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking
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		Scientific Enquiry Types: <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking 					
	Working Scientifically Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions, pattern identification, using evidence to answer questions						
History	Historical Skills Chronological Knowledge	Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance how do historians choose what is most important in history as there are too many events to use everything? 5Rs Resulting in change, Remarked upon, revealing resonated and remembered	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences, or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence how historians explain why things happened in history, how did people make a difference to what happened? What followed because of these?	Historical Sources and Evidence what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?

<p>It's a great big Ship Titanic 1912</p> <p>Polar the Titanic Bear</p> <p>Society-class Technology Invention Migration (emigrant) Sacrifice</p>	<p>Edwardian era</p> <p>Period of reign</p> <p>20th century England</p> <p>Timeline of the sinking and subsequent events</p>	<p>What Technological changes have happened since the Titanic disaster to improve ship safety?</p> <p>Do people in England still want to migrate?</p> <p>How do passenger ships now compare with Titanic?</p>	<p>Why was the sinking of the Titanic significant?</p> <p>Why was the ship built in the first place?</p>	<p>How was life on board for different types of passengers?</p> <p>How did the passengers/crew react to the sinking?</p>	<p>What impression did people have of the Titanic at the time?</p> <p>Why were there different versions of what happened on the night of the sinking?</p>	<p>What happened when the titanic hit the iceberg?</p>	<p>What can historians tell us about the different experiences a child might have on the Titanic?</p> <p>What do historians know about where the passengers on the Titanic going and why?</p>
<p>Great Fire of London 1666</p> <p>settlements Invention Architecture Monument</p>	<p>London in 17th Century</p> <p>King Charles II</p> <p>Events of the fire</p> <p>Pre and post</p>	<p>How did London change post the GFOL?</p> <p>Types of houses /materials used pre and post fire.</p> <p>Have there been more fires in London?</p>	<p>Why was the GFOL an important event at the time in London?</p> <p>How do we remember the GFOL?</p> <p>monument</p>	<p>How was the architecture of Homes pre and post fire different/same?</p>	<p>How do historians know about the GFOL?</p>	<p>After the fire how did life change in London?</p>	<p>What do historians think caused the Great Fire of London?</p> <p>What can historians tell us about what happened to London and the people who lived there after the fire?</p>

<p>Nurses Florence Nightingale and Mary Seacole</p> <p>FN 1820- 1910 MS 1805- 1881 Crimean War 1853- 1856 Monument Innovation Health Hygiene Women's rights Culture Society empire</p>	<p>Victorian England 19th Century</p> <p>Jamaica in the 19th Century</p> <p>Crimea before war</p>	<p>How nursing changed during Florence Nightingale's lifetime?</p>	<p>Why was Florence Nightingale deemed to be significant character?</p>	<p>How did the care for soldiers change after Florence Nightingale arrived in the Crimea?</p>	<p>How do historians know about Florence Nightingale/Mary Seacole?</p>	<p>What did Florence Nightingale and Mary Seacole do that improved nursing care for a) soldiers b) changed the way that nurses worked</p>	<p>Why do historians 1) think we should remember Florence Nightingale? 2) she acted as she did? What evidence is there to show how nursing has changed because of FN and MS work? Was MS considered to be as important?</p>
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Geography	Geographical Skills Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place? What physical and human features does it have? What happens here? How does it compare to...? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence: Understanding the social, economic, environmental, or political connections between places	Sustainability : Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
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Autumn Term: Little Blue Planet

Books: Eliza and the Moonchild/Window by Jeannie Baker

Fieldwork: External areas in school patterns in nature/colours in nature

	Observation and Discussion Map Reading Map of uk seas/rivers/lakes/land Map of Sheffield - farmland Map of world -food from story Identify Uk in the World Map of Cawthorne/ Cannon Farm Recording on simple maps Photographs Videos Analysing Simple climate graphs Globes Atlases Oblique views of Earth	How much of the earth's surface is covered by ocean/seas/land ?	Where is Earth located in planetary system?	What is Earth? Earth blue/green/brown areas Physical Features, Continents Oceans Landforms Hemispheres Mountain ranges Deserts rivers Climate Zones Define cold, temperate, warm and tropical climates and highlight the relevance of the equator	How are humans? similar and or different?	What family connections do the children have across the Earth? How many different ways do we use the ocean?	How does the Earth sustain us?	How has the Earth changed over time? Use the Story "Window" to show how change over time affects our world
	<p align="center">Y2 Coasts Books: Katy goes to the Seaside</p>							

	Google Earth Maps seaside resorts Photographs different seaside resorts range of features Aerial Photographs of coastal erosion changes/damage to house Map of uk coastline/popular seaside resorts Road maps- Journeys to seaside	How much of the Earth's surface is covered by oceans?	Where are coastal areas located in the UK?	What is the seaside? What is the Coast/coastline? Human features Physical Features	Who goes to the seaside? Who with? Do people live differently when they go to the seaside? What is a tourist?	What jobs can people do at the seaside?	What is done to support/stop coastal erosion and people losing homes/houses?	What happens to the cliffs when the waves and the wind wear them away? Human impact Physical impact
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Y2 Spring Term: The UK what makes it great
Books: Katie in London/Paddington

	Compass Directions Map of the UK Thematic maps- population across Digimap - historical images London over time Rainfall graphs different part of the UK Aerial Photographs	Which UK country is bigger/smaller? Scotland England Wales landmass	Where is the UK's place in Europe/the world?	What are the British Isles? What is Great Britain? What is the United Kingdom? Capital cities of UK?	What different Cultures/Ethnicities do we have in school? Tourism Why do people visit London? Does Edinburgh and Cardiff have as many attractions visitors as London?	Why do so many people live in London? New Delhi? UK/India	What benefits do tourists bring to the places they visit?	What impact has the increase in population had on the landscape? London skyline New Delhi
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Y2 Summer Term: Settlements and work spaces
Books: To the other side -Erika Meza/Boundless Sky-Amanda Addison
Fieldwork: Visit to Local Business Park

Interviews and questionnaires (simple) Prior Audit where they go to work Data handling Employment graphs - parents Y2 Chapelton population statistics Observation and Discussion Map Reading Map of uk Identify Uk in the World maps Photographs Videos	How does the scale of workspaces differ in a School/local areas?	What is a settlement?	What are the Key Features of a village/town/city? List the differences and similarities? How are villages the same/different comparisons Bradfield/MU GURAMENO-Africa Where can parents work in Chapelton?	What do workspaces look like in Chapelton? What types of jobs are done there? What do humans need from a settlement?	What employment types are there in the local area?	How has the business park been made environmentally friendly?	How was the land at the business park changed - former use/land development?
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Strand 1 - Communicating: Text and images

1.2- How do I use a computer as a writer?

In this unit children identify some different forms information can take (text, images) and learn that information can be personal e.g. school, address. They should also learn about responsible use of technology and come up with their own guidelines for acceptable use in school. Children will explore how to create content using two forms of media (text and images) with increasing independence. They will edit, organise and store content for a given purpose, and learn to give and act on feedback.

Logic
Machines
Program

Strand 3 - Understanding and sharing data

3.2- What is a branching database?

In this unit children understand that data can exist in a variety of forms, including in databases. They will explore a branching database and answer simple questions. They will focus on sorting and grouping data using yes/no questions. Children will create a simple branching database, and test, review and debug content. They will continue to learn about personal data and keeping it safe.

Logic
Machines
Program
Algorithm

Strand 2 - Communicating: Multimedia

2.2 -How do I create a multimedia story? Animation

In this unit children will evaluate simple animations or photo stories and explain why they think they are good. They should be able to explain why they are better than a single still image to tell a story or provide information. They will create simple animations or photo stories on a topic, and improve according to feedback.

Evaluating animations
To create an animation.

Logic
Machines
Program
Algorithm

Strand 4 - Computational thinking: programming A

4.2 Extending Bee-Bot programs

In this unit, children explain that an algorithm is a sequence of instructions that a human or computer can follow to complete a task. They will create and debug more complex programs for floor robots, planning out an algorithm first.

Computer
Algorithm
Program
Sequence
Debugging

Strand 4 - Computational thinking: programming B

5.2 Simple drawing programs

In this unit, children recognise that an algorithm is a sequence of precise instructions that a human or computer can follow to complete a task. They will create simple programs using online programming applications by planning out an algorithm first. They will debug and predict the outcome of programs in more than one application.

Computer
Algorithm
Program
Sequence
Debugging

<div> <div>Music</div> <div>Charanga</div> </div>	<p>Glockenspiel Lessons Weeks 1-3</p> <p>Hands Feet Heart</p> <p>Style-South African Music 6-week unit 4-6</p>	<p>Hands Feet Heart</p> <p>Style of Music Afropop</p> <p>Aut 2 1-3</p>	<p>I wanna play in a band</p> <p>Style of Music- Rock</p>	<p>Zootime</p> <p>Style of Music- Reggae</p>	<p>Friendship</p> <p>Style of Music- Pop</p>	<p>Style of Music- Classical</p>
	<ul style="list-style-type: none"> Hands Feet Heart The Click Song The Lion Sleeps Tonight Bring him back 		<ul style="list-style-type: none"> We Will Rock You by Queen Smoke on The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B. Goode by Chuck Berry I Saw Her Standing There by The Beatles 	<ul style="list-style-type: none"> Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths <p>I Can See Clearly Now by Jimmy Cliff</p>	<ul style="list-style-type: none"> Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are for by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman 	<ul style="list-style-type: none"> Peer Gynt Suite: Anitras Dance by Edvard Grieg Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach Baroque from The Diary Of A Fly by Béla Bartók - 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky - Romantic The Robots (Die Roboter) by Kraftwerk - Contemporary

Listening and Appraising	<p>Recognise and name two or more instruments</p> <p>Find the pulse- understand that it is the heartbeat of the music</p> <p>Clap Rhythms -long and short sounds</p> <p>Understand rhythm is different to pulse</p> <p>Copy and clap back rhythms</p> <p>Singing</p> <p>Recognise that songs sometimes have a question, an answer section and a chorus</p> <p>Play instrumental parts GAC see Glock section</p>	<p>Find the pulse</p> <p>Freestyle finding the pulse</p> <p>Clap Rhythms -long and short sounds</p> <p>Clap rhythm of name/favourite colour animal/game</p> <p>Pitch-high and low sounds</p> <p>Musical Style- understand that songs have a musical style</p> <p>Singing</p> <p>Sing and rap together and in time</p> <p>Rap-understand that this is a spoken word</p>	<p>Recognise and name some of the instruments</p> <p>Keyboard bass drums bass electric guitars singers</p> <p>Find the pulse- march and find the pulse</p> <p>Clap Rhythms -long and short sounds</p> <p>Copy and clap back rhythm</p> <p>Create own rhythms</p> <p>Singing</p> <p>Sing and dance together, in time and using actions</p>	<p>Recognise and name the instruments</p> <p>Keyboard bass drums bass electric guitars singers</p> <ul style="list-style-type: none"> • Patterns/Melody • Solo? • Hook? • Style? <p>Find the pulse</p> <p>Clap Rhythms</p> <p>Recognise Pitch-high and low sounds</p> <p>Singing</p> <p>Sing and dance together in time and using actions</p>	<p>Recognise and name the instruments</p> <p>Keyboard bass drums bass female singer and a glockenspiel</p> <p>Patterns/Melody</p> <p>Find the pulse- decide how to find the pulse</p> <p>Clap Rhythms</p> <p>Physical Education Dancing with the elements</p>	<p>This Unit of Work consolidates the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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	Bring the Noise Take You Home https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=ht tp%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p	Bring the Noise When the cold wind blows https://www.bbc.co.uk/teach/bring-the-noise/when-the-cold-wind-blows-song/zkw3f4j	Fire of London Theme https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39	Florence Nightingale OUT OF THE ARK RESOURCE	https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-air/znd8qp3	
Improvisation and composition	Create simple rhythms and simple melodies Using GLOCKS note C and D	Create simple rhythms and simple melodies Using GLOCKS note C and D	A simple melody using simple rhythms and use as part of a performance Use glocks FGA	A simple melody using simple rhythms and use as part of a performance Use glocks	A simple melody using simple rhythms and use as part of a performance Use glocks	
Performance	Harvest Festival	KSI Christmas Performance Christmas with the Aliens Watching Christmas Pantomime Violin Quarter	Spring showcase for children KSI KS2		Summer showcase for children KSI KS2	End of year performance for parents

PE	<p>Dance (GS4PE)</p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><u>Key Skills:</u> Travel, action, shape, perform, copy, using dynamics, using expression, using</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils learn through exploring and developing basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><u>Key Skills:</u> Shapes, balances, shape jumps, take-off and landing, travelling,</p>	<p>Sending and Receiving (GS4PE)</p> <p>Pupils will develop their skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration 	<p>Target Games (GS4PE)</p> <p>Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p> <p><u>Key Skills:</u> Underarm throwing, Overarm throwing, Aim Hand eye co-ordination</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Communication • Tactics • Decision making 	<p>Athletics (GS4PE)</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><u>Key Skills:</u> Running at varying speeds, combining running and</p>	<p>Invasion (GS4PE)</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Key Skills:</u> Throwing, catching, kicking, dribbling with</p>
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	<p>speed, using pathways</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence 	<p>barrel roll, straight roll, forwards roll</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Sequence • Technique 			<p>jumping, throwing for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Fitness • Technique 	<p>hands and feet, dodging</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition
	<p>Striking and Fielding (GS4PE)</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards</p>	<p>Fundamentals (GS4PE)</p> <p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking</p>	<p>Yoga (GS4PE)</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p><u>Key Skills:</u> Breathing, balance, flexibility, strength, coordination</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><u>Key Skills:</u> Agility, balance,</p>	<p>Net and Wall (GS4PE)</p> <p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p>

	<p>others when playing competitively and develop communication skills.</p> <p><u>Key Skills:</u> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Collaboration • Fairness • Technique 	<p>turns and sharing ideas.</p> <p><u>Key Skills:</u> jumping, balancing, running, hopping, dodging, skipping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Balance • Coordination • Fitness • Sequence • Technique 	<p>coordination, speed, stamina, skipping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p>rules and showing respect towards their opponents and teammates.</p> <p><u>Key Skills:</u> Throwing, catching, hitting a ball, tracking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Fairness • Technique 	<ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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Travel

Drawing

Research:

Amiria Gale

Developing skills:

Sketching

Line

Shape

Pattern

Colour

Experiment using felt tips, ballpoint pen, crayons, chalk, pastels

Observational drawings:

<https://classroom.thenational.academy/lessons/observational-drawing-6th3ac>

NSEAD (shape):

<https://www.nsead.org/resources/units-of-work/uow-drawing-around-shapes/>

Applying skills:



Great Britain

3D form

Research: Sculptures in our environment

Antony Gormley

Compare to other sculptures found within our environment. Are they as imposing? What impact do they have? What materials have been used? Why? Link to a visit to the Yorkshire Sculpture Park. Henry Moore, Richard Long

Developing skills:

Form

Scale

Structure

Experiment using clay and/or other natural and manmade materials

Moulding

Introduction to sculpture:

<https://classroom.thenational.academy/lessons/introduction-to-sculpture-6nhk4r>

Joining materials:

Ecclesfield

Collages

Research:

Kurt Schwitters

Developing skills:

Collecting items from the local area - bus ticket; receipts; photographs - what could they represent?

How could they be arranged to create a piece of art in the style of the artist? Practise with different options

Experimentation with collage:

<https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1>

Applying skills:

Design and create a collage in the style of the artist to represent Chapeltown

Evaluation:

What does the final product represent? Chn to reflect and interpret

Formal Elements:

	Sketch, draw and shade own observation drawing of a shell in the style of the artist	https://classroom.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-7lgkqd?activity=video&step=1	Line
	Evaluation:		Shape
	Evaluating own drawing of a seaside object against the object - focusing on the line and shape	Designing and making a sculpture: https://classroom.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t	Texture
	Formal Elements:		Colour
	Line	Applying skills:	
	Shape	Design and create own 'landmark' for a given place and theme (clay? Model making?)	
	Tone		
	Texture	Evaluation:	
	Pattern	Children peer assess Angel of the North	
		Formal Elements:	
		Line	
		shape	
		Form	
		Space	

Mechanisms:

To design and make a moving picture for a Y2 child to retell a story.

Skill retrieval from previous years: Hinges and catches, strengthening and stiffening, joining fabrics

NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Investigate, disassembly, evaluate:

- Look at moving picture books with sliders and levers
- Research/investigate how they move and the movements they make.
- Investigate how different sliders move and how they create a mechanism.

Focus Practical tasks

- Practise making different sliders using different material and compare their functionality
- Investigate what happens when split pins/mechanisms are moved into different positions
Use materials to review gluing to strengthen products
- Cut materials safely using tools provided.

Structures

To design and make a strong chair for baby bear.

Skill retrieval from previous years: Hinges, strengthening and stiffening

NC: Build structures, exploring how they can be made stronger, stiffer and more stable

Investigate, disassembly, evaluate:

- Explore the features of a stable structure.
- Explore and compare existing structures and their shapes.
- Investigate the strength of materials, features and think about their purpose
- Explore how products have been created.
- Research furniture designers and the approach they took

Focus Practical tasks:

- Explore the properties of different materials and think about which ones are suitable for each section of their stable structure.
Think about strength, stability, malleability and other features

Food

To design and make a healthy, nutritious meal for a soldier.

Skill retrieval from previous years: segment, peel, crush, mix/stir, cut

NC: Use the basic principles of a healthy and varied diet to prepare dishes.

Investigate, disassembly, evaluate:

- Research/investigate what nutritious food are and how they help to provide a healthy and varied diet.
- Look at a selection of foods, fruits and vegetables.
- Find out where they originate from and how they are used within cooking
- Research chefs from UK and across the world

Focus Practical tasks:

- Children to look closely at a variety of different fruits and vegetables.
- Use their senses to describe the different features of the fruits and vegetables as well as their sense of taste.

- Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

Design

Design their own moving picture

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation, drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
Make simple drawings and label parts

Make -

Children to follow their designs to create their moving picture.

- Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Choose appropriate mechanisms to support their design

- Investigate the properties and characteristics of materials
Explore how materials can be made stronger and stiffer

Design:

Children to design their own Tudor building, thinking about which materials to use based on the investigations carried out.

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation, drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts

Make

Children will follow their own design plans and use the resources provided to build their own stable structures. They will develop their fine motor skills, concentration and perseverance as they draw, cut and stick with precision.

- Begin to select tools and materials; use vocab' to name and describe them

- Discuss safety and hygiene in relation to food.
- Practice using different tools for cutting and chopping safely, using the appropriate language associated with food preparation.
- Group foods into the five groups in The Eatwell Plate.
- Cut, grate or peel ingredients safely.
- Measure or weigh using cups or electronic scales.

Design:

Children will be challenged to design a new recipe using healthy and nutritious ingredients making sure they are colourful, tasty and healthy.

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation, drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria

RE	<ul style="list-style-type: none"> Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Choose and use appropriate finishing technique <p>Evaluate children evaluate their own moving pictures and say what they think and feel about them</p> <p>children identify what they have done well and suggest how they could make improvements</p> <ul style="list-style-type: none"> Children give their opinion about the work of other children and give positive feedback 		<ul style="list-style-type: none"> Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques <p>Evaluate Children will look at different criteria and assess whether their structures are successful. They will think about features including the stability and firmness of their structure as well as features specific to their own design criteria.</p> <ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them 		<p>Make Children will make their recipe designs making sure they are being safe and hygienic.</p> <p>Prepare simple dishes-safely and hygienically-without using a heat source. Measure, cut with some accuracy Use hand tools safely and appropriately</p> <p>Cut using the bridge position, tear, peel Follow safe procedures for food safety and hygiene</p> <p>Evaluate Children to evaluate their finished products and say what they think and feel about them?</p> <ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them 	
	2.1 Belonging to a community: Where	2.2 How do we say 'thank you' for the	2.4	2.5	2.3 I wonder...Puzzli	2.6 Leaders: who needs them?

	<p>do Jews and Christians belong? Where do I belong?</p> <p>Religion: Christianity and Judaism</p> <p>Key strands:</p> <ul style="list-style-type: none"> Beliefs, Values and Teaching Religious practices and ways of life <p>Question of Identity, Diversity and Belonging</p>	<p>beautiful Earth? What can we learn from stories Christians tell?</p> <p>Religion: Christianity and Judaism Islam</p>	<p>Being Fair: What can we learn from religious stories?</p> <p>Religion: Christianity and Islam</p>	<p>Symbols of Easter: What does Easter mean to Christians?</p> <p>Religion: Christianity</p> <p>Key strands:</p> <ul style="list-style-type: none"> Beliefs, teaching and sources Religious practices and ways of life <p>Skill of asking and responding to questions of meaning, purpose and truth</p>	<p>ng questions about God.</p> <p>Religion: All</p>	<p>Why are some people pleaders? What do leaders do?</p> <p>Religion: Judaism and Christianity</p> <p>Key strands:</p> <ul style="list-style-type: none"> Beliefs, values and teaching. Religious practices and ways of life Questions of belonging <p>Questions of values and commitments</p>
RHE	<p>Tolerance and mutual respect</p> <p>Rule of Law</p> <p>Democracy</p> <p>Community</p> <p>C1 How do we make a happy school?</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>C2 Who lives in my neighbourhood?</p> <p>Online Safety</p> <p>Os2) Personal information (SI)</p>	<p>Tolerance and mutual respect</p> <p>Friendship</p> <p>How do we stop bullying?</p> <p>Online Safety</p> <p>Os3 Online strangers (PI)</p> <p>Financial capability</p> <p>LII. that people make different choices about how to save and spend money</p> <p>Financial capability</p>	<p>Tolerance and mutual respect</p> <p>Family</p> <p>Do Families always stay the same?</p> <p>Mental wellbeing</p> <p>H20 - about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Tolerance and mutual respect</p>	<p>Rule of Law</p> <p>Family</p> <p>When should I say no?</p> <p>Online Safety</p> <p>Accepting messages C3*</p> <p>Rule of Law</p> <p>Family</p> <p>Who owns my body? I do!</p> <p>Growing Up</p> <p>GI) How bodies change as we get</p>	<p>Online Safety</p> <p>Content Creators NI*</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Os4) Fake News</p> <p>Mental Wellbeing</p> <p>M2) Who am I?</p> <p>Physical health</p> <p>P4) How can I stay safe?</p> <p>Rule of Law</p>	<p>Online Safety</p> <p>Feeling uncomfortable online</p> <p>Growing Up</p> <p>C3) What makes a boy or a girl? CW resource pack I/3D</p> <p>Tolerance and mutual respect</p> <p>Family</p> <p>Are all families the same?</p>

	<p>Rule of Law</p> <p>Asking for permission</p>	<p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>Family</p> <p>How should families treat each other?</p> <p>Physical health</p> <p>P3) How do we stop getting ill</p>	<p>older (link with science) CW</p> <p>resource pack 3a</p> <p>Tolerance and mutual respect</p> <p>Racism</p> <p>Lesson 5: Unconscious bias</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>Inclusion, belonging and addressing extremism</p> <p>Sameness and difference</p>	<p>Drugs and Alcohol</p> <p>Drugs-Keeping Healthy-Medicines</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs-Keeping Safe-Medicines and Household Products</p> <p>Tolerance and mutual respect</p> <p>Racism</p> <p>Lesson 6: Being anti-racist in our actions</p>	<p>Tolerance and mutual respect</p> <p>Racism</p> <p>Lesson 7: Representation Matters</p> <p>Tolerance and mutual respect</p> <p>Racism</p> <p>Lesson 8: Myth busting anti-racism</p>
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