



Class 3 Rotation A Years 2, 3 and 4 Mix Long Term Plan (2021/22)

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p><u>Narrative</u> Link to History- about me and my family, how have I changed? Plan and write a story with a familiar setting <u>Year 2</u> <i>Funny Bones</i> <i>Once there were Giants</i> Use capital letters and full stops Use question marks and exclamation marks Use commas for lists Use apostrophes for contraction and for singular possession Use capital letters for proper nouns Use co-ordinating conjunctions (and, or, but, so) Use expanded noun phrases Use adjectives for description</p> <p><u>Narratives</u> To plan a write a story with a familiar setting</p> | <p><u>Poems</u> Compose and perform poems <u>Year 2</u> <u>Year 3 & 4</u> Poems to perform: A Classic Collection chosen by Julia Donaldson I've got a poem for you- John Foster -Read and discuss a range of performance poems, identifying distinctive features such as rhyme, rhythm, alliteration and use of oral language when performing. -Select a poem with a distinctive pattern and model how to construct a poem in this style, but using a different focus/ subject. -Children work in groups to plan, draft, edit, perform and review performances.</p> <p><u>Recount</u> To plan and write a newspaper article Texts: First News BBC Newsround</p> | <p><u>Instructions</u> <i>Link to History and DT</i> To write a set of instructions <u>Year 2</u> Writing own sequential instructions based on practical tasks. Using the correct tense Adding adjectives and verbs to add essential information.</p> <p><u>Year 3 & 4</u></p> <p><u>Narrative</u> To write a story set in an imaginary world Texts: How to train your Dragon by Cressida Cowell Dragon's Child by Jenny Nimmo The Dragon Sitter by Josh Lacey <u>Year 2</u> Use capital letters and full stops</p> | <p><u>Poems</u> To write shape poems and calligrams Texts: What shape is a poem by Paul Cookson Doodle Dandles: Poems that take shape by J. Patrick Lewis <u>Year 2</u> <u>Year 3 & 4</u> Look at examples of calligrams and identify features.</p> <p>Watch Bembo's Zoo https://www.youtube.com/watch?v=pmEph902N8w to see animations of different animal calligrams. Discuss how the words are used to create the shape of the animals. Share examples of shape poems and discuss features.</p> <p>Use of adjectives and similes for description</p> <p>Identify language used in the poems- onomatopoeia,</p> | <p><u>Myths</u> Links to History Plan and write a myth Texts: Greek Myths for young children by Heather Amery Greek Myths by Marcia Williams Usborne Book of Greek Myths by Anna Milbourne <u>Year 2</u> Use capital letters and full stops Use question marks and exclamation marks Use commas for lists Use apostrophes for contraction and for singular possession Use capital letters for proper nouns Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use subordinating conjunctions (<i>when, if, because, as</i>) Use expanded noun phrases</p> <p><u>Year 3 & 4</u></p> | <p><u>Narrative</u> <i>Links to science-habitats</i> To plan and write a fantasy stories Texts: The Worst Witch by Jill Murphy The Widow's Broom by Chris Van Allsburg Aquila by Andrew Norris The Firework Maker's daughter Philip Pullman <u>Year 2</u> <u>Year 3 & 4</u> Use apostrophes for singular possession Begin to use apostrophes for plural possession Use <i>a</i> or <i>an</i> Use a wide range of conjunctions (and begin to understand subordinate clauses) Use pronouns to avoid repetition Use adverbs – <i>then, next, soon, therefore</i> Use prepositions - <i>before, after, during, in, because of</i> Use present perfect verb form</p> |



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| | <p>Texts: Charlotte's Web by E.B White The Graden by Dyan Sheldon Born to Run by Michael Morpurgo Horrid Henry by Francesca Simon <u>Year 3 & 4</u></p> <p>Use inverted commas for direct speech Use <i>a or an</i> Use fronted adverbials (demarcated with commas) Use expanded noun phrases (with adjectives and prepositional phrases) Use paragraphs</p> <p>Reports <i>Link to science- The human Body</i> <u>Year 2</u> Use <i>and</i> to join words and clauses Use capital letters and full stops Begin to use question marks</p> | <p><u>Year 2</u> <u>Year 3 & 4</u> Use inverted commas for direct speech Use apostrophes for singular possession Begin to use apostrophes for plural possession Use <i>a or an</i> Use a wide range of conjunctions (and begin to understand subordinate clauses) Use pronouns to avoid repetition Use adverbs – then, next, soon, therefore Use prepositions - before, after, during, in, because of Use present perfect verb form Begin to use paragraphs Use headings and sub-headings (possibly)</p> | <p>Use question marks and exclamation marks Use commas for lists Use expanded noun phrases Use adjectives and adverbs for description Write statements, questions, commands and exclamations</p> <p><u>Year 3 & 4</u></p> <p>Persuasive To plan and write an advert/ brochure article</p> <p><u>Year 2</u> Use capital letters and full stops Use question marks and exclamation marks Use commas for lists Use apostrophes for contraction and for singular possession Use capital letters for proper nouns</p> | <p>descriptive language, alliteration.</p> <p>Narrative Stories from other cultures Text: Mufaro's Beautiful Daughter's by John Steptoe Grandpa Chatterji by Jamila Gavin Gregory Coll by Caroline Binch</p> <p><u>Year 2</u> <u>Year 3 & 4</u> Use pronouns to avoid repetition Use adverbs – <i>then, next, soon, therefore</i> Use prepositions - <i>before, after, during, in, because of</i> Use present perfect verb form Begin to use paragraphs Punctuate direct speech, using commas after reporting clause and new speaker, new line</p> | <p>Instructions <i>Link to DT – recipes</i> To write a set of instructions for a recipe <u>Year 2</u> Use capital letters and full stops Use question marks and exclamation marks Use commas for lists Use apostrophes for contraction and for singular possession Use capital letters for proper nouns Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use subordinating conjunctions (<i>when, if, because, as</i>) Use adjectives and adverbs for description Write statements, questions, commands and exclamations Use past and present tense correctly, including progressive form</p> <p><u>Year 3 & 4</u></p> | <p>Begin to use paragraphs Use fronted adverbials (demarcated with commas) Use subordinate clauses, correctly punctuated with commas Use Standard English Use expanded noun phrases (with adjectives and prepositional phrases) Use a wider range of conjunctions in an increasing range of sentence structures Use pronouns to aid cohesion Use paragraphs Language Play Texts: Bananas in my ears: A collection of Nonsense Stories, Poems, Riddles and Rhymes by Michael Rosen Raps, Riddles and Concrete by Pie Corbett <u>Year 2</u> <u>Year 3 & 4</u> To look at the features of rhyming poems. How syllables are used in poems.</p> |
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| | <p>Begin to use exclamation marks</p> <p>Use capital letters for people, places and days of the week</p> <p>Use the personal pronoun <i>I</i></p> <p><u>Year 3 & 4</u></p> <p>Use apostrophes for singular possession</p> <p>Begin to use apostrophes for plural possession</p> <p>Use <i>a</i> or <i>an</i></p> <p>Use a wide range of conjunctions (and begin to understand subordinate clauses)</p> <p>Use pronouns to avoid repetition</p> <p>Use adverbs – <i>then, next, soon, therefore</i></p> <p>Use prepositions - <i>before, after, during, in, because of</i></p> <p>Use present perfect verb form</p> <p>Begin to use paragraphs</p> <p>Use headings and sub-headings</p> | | <p>Use co-ordinating <u>conjunctions</u> (and, or, but, so)</p> <p>Use subordinating conjunctions (when, if, because, as)</p> <p>Use expanded noun phrases</p> <p>Use adjectives and adverbs for description</p> <p>Write statements, questions, commands and exclamations</p> | <p>Use apostrophes for singular and plural possession</p> <p>Use fronted adverbials (demarcated with commas)</p> <p>Use subordinate clauses, correctly punctuated with commas</p> <p><u>Reports- Magazines</u></p> <p>To plan a write a magazine report</p> <p><i>Texts: The National Geographic Kids magazines- how it works?</i></p> <p><i>Flotsam David Weisner</i></p> <p><u>Year 2</u></p> <p><u>Year 3 & 4</u></p> <p>Use adverbs – <i>then, next, soon, therefore</i></p> <p>Use prepositions - <i>before, after, during, in, because of</i></p> <p>Use present perfect verb form</p> <p>Begin to use paragraphs</p> <p>Use headings and sub-headings (possibly)</p> | <p><u>Narrative</u></p> <p><u>To plan a narrative with a historical setting</u></p> <p><u>Year 2</u></p> <p>Use capital letters and full stops</p> <p>Use question marks and exclamation marks</p> <p>Use commas for lists</p> <p>Use apostrophes for contraction and for singular possession</p> <p>Use capital letters for proper nouns</p> <p>Use co-ordinating conjunctions (<i>and, or, but, so</i>)</p> <p>Use subordinating conjunctions (<i>when, if, because, as</i>)</p> <p>Use expanded noun phrases</p> <p>Use adjectives and adverbs for description</p> <p>Write statements, questions, commands and exclamations</p> <p><u>Year 3 & 4</u></p> | <p>Use of alliteration and onomatopoeia.</p> |
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| | | | | <p>Punctuate direct speech, using commas after reporting clause</p> <p>Use apostrophes for singular and plural possession</p> <p>Use fronted adverbials (demarcated with commas)</p> <p>Use subordinate clauses correctly punctuated with commas</p> <p>Use Standard English</p> <p>Use expanded noun phrases (with adjectives and prepositional phrases)</p> | | |
| Maths | <ul style="list-style-type: none"> • Number and Place Value (review y1) <p><u>Year 2</u></p> <ul style="list-style-type: none"> -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward -compare and order numbers from 0 up to 100; use <, > and = signs -identify, represent and estimate numbers using different representations, including the number line -read and write numbers to at least 100 in numerals and in words | <ul style="list-style-type: none"> • Addition and Subtraction <p><u>Year 2</u></p> <ul style="list-style-type: none"> - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers | <ul style="list-style-type: none"> • Multiplication and Division <p><u>Year 2</u></p> <ul style="list-style-type: none"> -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -calculate mathematical statements for multiplication and division within the | <ul style="list-style-type: none"> • Fractions <p><u>Year 2</u></p> <ul style="list-style-type: none"> -recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity -write simple fractions e.g. $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$. - <ul style="list-style-type: none"> • Multiplication and Division <p><u>Year 4</u></p> | <ul style="list-style-type: none"> • Fractions <p><u>Year 3</u></p> <ul style="list-style-type: none"> -count up and down in tenths -recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | <ul style="list-style-type: none"> • Statistics <p><u>Year 3</u></p> <ul style="list-style-type: none"> - interpret and present data using bar charts, pictograms and tables - interpret and present data using bar charts, pictograms and tables <p><u>Year 4</u></p> <ul style="list-style-type: none"> - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs - solve comparison, sum and difference problems using information presented in bar |



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| | <p>-recognise the place value of each digit in a two-digit number (tens, ones) -use place value and number facts to solve problems</p> <p>Year 3 -count from 0 in multiples of 4, 8, 50 and 100; -find 10 or 100 more or less than a given number -compare and order numbers up to 1 000 -identify, represent and estimate numbers using different representations -read and write numbers up to 1 000 in numerals and in words -recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -solve number problems and practical problems involving these ideas.</p> <p>Year 4 -count backwards through zero to include negative numbers -count in multiples of 6, 7, 9, 25 and 1 000 -find 1 000 more or less than a given number -order and compare numbers beyond 1 000 -identify, represent and estimate numbers using different representations -read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. -recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) -round any number to the nearest 10, 100 or 1 000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> | <p>- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. -solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods</p> <p>Year 3 - add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds -add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction -estimate the answer to a calculation and use inverse operations to check answers -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Year 4 -add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate -estimate and use inverse operations to check answers to a calculation -solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>• Geometry Year 2</p> | <p>multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Year 3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables -write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods -solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>• Measure Year 3 - measure the perimeter of simple 2-D shapes -</p> <p>Year 4 - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting square</p> | <p>-recall multiplication and division facts for multiplication tables up to 12×12 -use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers -recognise and use factor pairs and commutativity in mental calculation -multiply two-digit and three-digit numbers by a one-digit number using formal written layout -solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>• Measure Year 2 -compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ -compare and sequence intervals of time - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. - know the number of minutes in an hour and the number of hours in a day.</p> | <p>-compare and order unit fractions, and fractions with the same denominators -recognise and show, using diagrams, equivalent fractions with small denominators -add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$) -solve problems that involve all of the above</p> <p>Year 4 -count up and down in hundredths -recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten -compare numbers with the same number of decimal places up to two decimal places -round decimals with one decimal place to the nearest whole number -recognise and show, using diagrams, families of common equivalent fractions -recognise and write decimal equivalents of any number of tenths or hundredths -recognise and write decimal equivalents to $1/4$; $1/2$; $3/4$ -add and subtract fractions with the same denominator -find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths -solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number -solve simple measure and money problems involving fractions and decimals to two decimal places.</p> | <p>charts, pictograms, tables and other graphs.</p> <p>• Geometry Year 2 -identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -identify and describe the properties of 3-D shapes, including the number of edges, vertices and face -identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid -compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Year 3 - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Year 4 - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Consolidation of work Gap analysis</p> |
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| | <ul style="list-style-type: none"> • Measure <p><u>Year 3</u></p> <ul style="list-style-type: none"> - compare durations of events, for example to calculate the time taken by particular events or tasks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - compare durations of events, for example to calculate the time taken by particular events or tasks - add and subtract amounts of money to give change, using both £ and p in practical contexts - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate, compare and calculate different measures, including money in pounds and pence - know the number of seconds in a minute and the number of days in each month, year and leap year <p><u>Year 4</u></p> <ul style="list-style-type: none"> - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12 and 24-hour clocks - solve problems involving converting from hours to | <ul style="list-style-type: none"> - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and face - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid - compare and sort common 2-D and 3-D shapes and everyday objects <p><u>Year 3</u></p> <ul style="list-style-type: none"> - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <p><u>Year 4</u></p> <ul style="list-style-type: none"> - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes <ul style="list-style-type: none"> • Measure <p><u>Year 2</u></p> <ul style="list-style-type: none"> - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money | | <ul style="list-style-type: none"> -- compare, describe and solve practical problems for: <ul style="list-style-type: none"> * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later] | <ul style="list-style-type: none"> • Geometry – Position and Direction <p><u>Year 2</u></p> <ul style="list-style-type: none"> - describe position, direction and movement, including half, quarter and three-quarter turns. <p><u>Year 3&4</u></p> <ul style="list-style-type: none"> - describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon | |
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| | <p>minutes; minutes to seconds; years to months; weeks to days - convert between different units of measure (e.g. kilometre to metre; hour to minute)</p> <ul style="list-style-type: none"> Geometry <p><u>Year 3</u> - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p><u>Year 4</u> - identify acute and obtuse angles and compare and order angles up to two right angles by size</p> | <p>-solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><u>Year 3</u> - measure the perimeter of simple 2-D shapes -</p> <p><u>Year 4</u> - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting square</p> | | | | |
| Science | <p style="text-align: center;">Animals Including Humans</p> <p style="text-align: center; color: red;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify a range of animals which are carnivores, herbivores and omnivores. - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) - Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals including humans, for survival</p> | <p style="text-align: center;">Everyday Material (Y2) Rocks / States of Matter (Y3/4)</p> <p style="text-align: center; color: red;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> - Distinguish between an object and the material from which it is made - Identify and name a range of everyday materials including wood, plastic, glass, metal, water & 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.</p> | <p style="text-align: center;">Plants</p> <p style="text-align: center; color: red;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> - Identify and name a variety of common wild plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common</p> | <p style="text-align: center;">Living Things and Their Habitats (Y2) Sound (Y3/4)</p> <p style="text-align: center; color: red;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> - Explore and compare the differences between things that are living, dead and things that have never been alive. - Identify that most living things live in</p> | | |



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| | <p>- Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene.</p> <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | <p><u>Year 3 & 4</u></p> <p>Rocks</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise that soils are made from rocks and organic matter. <p>States of Matter</p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | <p>flowering plants including trees.</p> <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> - Identify and describe different parts of flowering plants, roots, stem truck, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported in plants. - Explore the part that flowers play in a life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <p>habitats to which they are suited.</p> <ul style="list-style-type: none"> - Describe how habitats provide the basic needs for plants and animals and how they depend on each other. <p style="text-align: center;">Sound</p> <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases. |
| Year two children need to have seasonal change taught across the year | | | | |
| Computing | <p style="text-align: center;">Computer Science</p> <p><u>Year 2</u></p> <p>I can use logical reasoning to predict the behaviour of simple programs</p> | <p style="text-align: center;">Computer Science</p> <p><u>Year 2</u></p> <p>I can understand what algorithms are and how they are implemented as programs on digital devices and that they understand that</p> | <p style="text-align: center;">Computer Science</p> <p><u>Year 2</u></p> <p>I can understand what algorithms are and how they are implemented as programs on digital devices and that they understand that</p> | <p style="text-align: center;">Computer Science</p> <p><u>Year 2</u></p> <p>I can understand what algorithms are and how they are implemented as programs on digital devices and that they understand that</p> |



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| | <ul style="list-style-type: none"> Predict the behaviour of a simple programmed bee bot. <p>I can debug simple programs</p> <ul style="list-style-type: none"> Identify and correct errors in bee bot programs. Improve bee bot program e.g. make the route more efficient/use less commands. Make a simple set of instructions. <p><u>Year 3 & 4</u></p> <p>I can solve problems in writing programs by decomposing them into smaller parts</p> <ul style="list-style-type: none"> Create a simple animation in scratch. Create complex programs, e.g. within the animation, create sounds/speech/movement. Create a simple interactive activity in Scratch. <p style="text-align: center;">Online Safety</p> <p><u>Year 2</u></p> <p>I can use technology safely and respectfully</p> <ul style="list-style-type: none"> Can explain which websites, apps and games are safe and appropriate to use. Knows about PEGI games ratings <p><u>Year 3 & 4</u></p> <p>I can understand the importance of using technology respectfully and responsibly</p> <p>Knows that pictures and text shared on an app can end up with strangers</p> <p style="text-align: center;">Information Technology</p> <p><u>Year 2</u></p> | <p>programmes execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> Children follow simple instructions and understand this as an algorithm. Create a set of instructions for another person to follow e.g. verbally asking someone to draw a set of shapes on a page. Children write a simple algorithm for something they do in everyday life e.g. putting on their jumper, taking a photo on an ipad etc. <p><u>Year 3 & 4</u></p> <p>I can use sequence</p> <ul style="list-style-type: none"> Sequence simple directions e.g. bee bot (for emerging y3) and Scratch (y3/4). Sequence a PowerPoint (see IT planning) with animations. Sequence a PowerPoint with multiple animations and pages. <p style="text-align: center;">Online Safety</p> <p><u>Year 2</u></p> <p>I can keep personal information private when using technology.</p> <ul style="list-style-type: none"> Knows that not everyone is who they say they are on the Internet. Can explain what information is private and should not be shared with strangers Knows that apps and programs can share personal data, and that settings can be used to control it <p><u>Year 3 & 4</u></p> <p>I can understand the importance of using technology safely</p> <ul style="list-style-type: none"> Can use a simple password | <p>programmes execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> Increase the complexity of the algorithms used, across a range of devices and apps. <p><u>Year 3 & 4</u></p> <p>I can explain how simple algorithms work and detect and correct errors in them.</p> <p>Annotate a simple screenshot to explain how it works (Scratch). Longer program for GD.</p> <p style="text-align: center;">Online Safety</p> <p><u>Year 2</u></p> <p>I can ask for help if they feel unsure about any online content or contact and who to ask</p> <ul style="list-style-type: none"> Knows to ask a trusted adult if they are worried or upset about anything they see on the internet Knows how to ask for help online. <p><u>Year 3 & 4</u></p> <p>I can appreciate how search results are ranked and evaluate digital content. (A/B)</p> <ul style="list-style-type: none"> Can use a search engine choosing appropriate key words to find information Effectively use a search engine with multiple criteria e.g. AND, OR to refine their search Can select useful websites following a simple web search Be able to compare websites when finding information Know what the key words are to enter into a Search engine to find information they want. <p style="text-align: center;">Information Technology</p> <p><u>Year 2</u></p> |
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| | <p>I can use technology purposefully to create, organise and store digital content</p> <ul style="list-style-type: none"> • Create digital content on a simple program e.g. Paint / Drawing • Navigate a screen with a mouse. • Create a meaningful piece of writing in Word/Publisher using the space bar for separate words, e.g. final draft of work, creating a recount from a visit. • Create a piece of writing (Word/Publisher) and add in photographs/images to that file. <p><u>Year 3 & 4</u></p> <p>I can create content that accomplishes given goals.</p> <ul style="list-style-type: none"> • Log on to a device and find own documents in a personal folder. • Create simple content such as a poster or picture. • Create a video story using Photostory • Add narration/content to Photostory. | <ul style="list-style-type: none"> • Is able to reliably use a password to access resources • Be able to log in and out of websites used at school e.g. Lexia Time Tables rockstars etc. <p>Information Technology</p> <p><u>Year 2</u></p> <p>I can use technology purposefully to retrieve and manipulate digital content</p> <ul style="list-style-type: none"> • Open a piece of work from the previous lessons and improve it (save, print out work, edit and redraft). • Open a piece of work and manipulate it e.g. font/colour etc. • Manipulate work across a range of devices e.g. Book creator, Keynote, PowerPoint <p><u>Year 3 & 4</u></p> <p>I can present information</p> <ul style="list-style-type: none"> • Create a simple presentation (PowerPoint) • Create a simple presentation (PowerPoint) and add images and appropriate text. • Create an appropriate and effective presentation by sequencing. Link to topics. • Deliver this presentation to their peers. | <p>Consolidate learning from Autumn and Spring to ensure that children know it and can remember it.</p> <p><u>Year 3 & 4</u></p> <p>I can select, use and combine a variety of software (including internet services) on a range of digital devices</p> <ul style="list-style-type: none"> • Create a brochure/flier using Publisher. • Use fonts, backgrounds, shapes, spellcheck. |
| <p>History</p> | <p>Ferryhill, County Durham and Me Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -How have I changed? -How has Ferryhill changed in my life? -Significant historical event, people or places in this locality (North East / County Durham), Norman Cornish <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -A study over time tracing how several aspects of national history are reflected in the locality (this | <p>Victorian Britain Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -The lives of significant individuals in the past (who were alive during the Victorian Era) such as Florence Nightingale, Mary Seacole, Queen Victoria, George Stephenson. Some should be used to compare aspects of life in different periods. <p><u>Year 3 & 4</u></p> | <p>Would the Great Fire of London have happened if the Ancient Greeks had been in charge? Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally: the Great Fire of London. -Look at the causes of the fire and the reasons it spread. Compare to Ancient Greek achievements and settlements to decide whether it would have happened if the Ancient Greeks had been in charge? |



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| | could be to do with Durham Cathedral and the Norman invasion, for example. | -A study of an aspect or theme in British history that extends chronological knowledge beyond 1066 – the changing power of monarchs. Comparing Queen Victoria’s power to our Queen. -A significant turning point in British history: the development of railways (link to last term’s work on the locality) or the Industrial Revolution. | <u>Year 3 & 4</u> -A study of Ancient Greek life and their achievements and their influence on the western world. -Include work on their settlements and scientific advances. Use this knowledge to answer the topic question. |
| Geography | <p style="text-align: center;">Local Geography</p> <p style="text-align: center;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> What is my place like? -Develop knowledge about their locality -Identify basic physical and human geographical features in the local area -Use vocabulary relating to key human and physical features in the local area and the vocabulary of position and direction. -Use maps and atlases to understand where the UK is in the world, and where Ferryhill is in the UK. -Use aerial photographs to identify physical and human features. -Use fieldwork and observational skills to study the geography of the school and its surrounds and to study the key human and physical features of the surrounding area.</p> <p><u>Year 3 & 4</u> We’ve got it all! Why is the North East special? -Use maps (including Google Earth) and atlases to name and locate counties and cities in the North East. -Locate rivers and coastline including (physical features).</p> | <p style="text-align: center;">Our Country</p> <p style="text-align: center;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> What is my country like? -Name and identify the four countries of the UK and their capital cities, identify these on maps and atlases. -Use aerial photographs to identify key physical and human features. -Identify the UK on a globe and explore what seas are around it. -Identify some key physical features in all four nations and make simple comparisons, e.g. rivers and mountains. -Identify some key human features in all four nations and make simple comparisons, e.g. towns, cities and villages. -Begin to use compass directions (North, South, East and West).</p> <p><u>Year 3 & 4</u> UK Discovery: Is the UK the same everywhere? Use maps (including Google Earth) to: -Name and locate counties and cities in the United Kingdom.</p> | <p style="text-align: center;">Our World</p> <p style="text-align: center;">Where necessary, Y2 and Y3/4 knowledge taught separately and explicitly by two teachers.</p> <p><u>Year 2</u> Why is my world wonderful? Use simple world maps, globes and atlases to: -Name and locate the world’s seven continents and five oceans. -Identify the equator and understand that it is hot. Have basic explorations of the impact on human geography, animals and people. -Identify that the poles are the places furthest away from the Equator and that they are the coldest places on Earth. -Describe oceans, continents, the Equator and poles in terms of their direction from the UK and how far away they are (near, far, very far, furthest). -Link in with Y3 and 4 by exploring Italy.</p> <p><u>Years 3 and 4</u> Why does Italy shake and roar? -Explore and describe where Italy is in the world using maps to find out about longitude, latitude, the Equator, Northern Hemisphere and Southern Hemisphere.</p> |



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| | <ul style="list-style-type: none"> -Explore human features along the North East Coastline and river banks including types of settlement and land use. -Use four figured grid references and map symbols and keys. -Use the four points of the compass. | <ul style="list-style-type: none"> -Explore similarities and differences between physical features, for example the mountain ranges / hilly regions of the UK. -Compare and contrast a selection of UK cities (possibly the capitals to link to Y2 work). -Use old maps to explore how cities have changed over time; explore if physical features have also changed. -Compare old and new maps to explore land use, such as farms and industry over time. -Compare old and new maps to explore how counties have changed over time. | <ul style="list-style-type: none"> -Identify the Bay of Naples using four (Y3) and six (Y4) digit grid references. -With reference to the Bay of Naples, describe and understand the key aspects of earthquakes and volcanoes. -Explore the human geography of the Bay of Naples and relate this to physical geography features. |
| D&T | <p style="text-align: center;">Design, make and evaluate a structure. (Contextualised through links to History learning: a footbridge to go across the local railway line.)</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Design purposeful, functional and appealing products based on design criteria -Generate, develop, model and communicate ideas in a variety of ways. -Make using a range of tools and equipment. -Select from a wide range of materials and components. -Explore and evaluate a range of existing products -Evaluate own ideas and products against the design criteria. -Build structures, exploring how that can be made stronger, stiffer and more stable. <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional products fit for purpose. -Use annotated sketches, exploded diagrams and prototypes to communicate and develop designs. | <p style="text-align: center;">Design, make and evaluate a product that has mechanisms. (Contextualised through links to History /Geography learning)</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Design purposeful, functional and appealing products based on design criteria -Generate, develop, model and communicate ideas in a variety of ways. -Make using a range of tools and equipment. -Select from a wide range of materials and components. -Explore and evaluate a range of existing products -Evaluate own ideas and products against the design criteria. -Explore and use mechanisms, for example, levers, wheels, sliders and axles in products. <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional products fit for purpose. | <p style="text-align: center;">Cooking and Nutrition. (Contextualised through links to Y3/4 History, children cook healthy Italian / Greek food.)</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare a variety of Italian dishes. -Understand where food comes from. <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -Understand and apply the principles of a healthy and varied diet by designing and making a complete Italian menu. -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. |



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| | <ul style="list-style-type: none"> -Select from a wide range of tools and equipment. -Select from a wide range of materials and components. -Investigate and analyse a range of existing products -Evaluate against design criteria and consider the views of others to improve work. <p>Understand how key events and individuals in design technology have helped shape the world.</p> <ul style="list-style-type: none"> -Understand how to strengthen and reinforce more complex structures. | <ul style="list-style-type: none"> -Use annotated sketches, exploded diagrams and prototypes to communicate and develop designs. -Select from a wide range of tools and equipment. -Select from a wide range of materials and components. -Investigate and analyse a range of existing products -Evaluate against design criteria and consider the views of others to improve work. -Understand how key events and individuals in design technology have helped shape the world -Understand and use mechanical systems in their products, for example, gears, series circuits incorporating switches, bulbs, buzzers and motors. | |
| Art and Design | <p style="text-align: center;">Norman Cornish and Ray Lonsdale</p> <p><u>Objectives / Skills</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Pupils should be taught about the work of artists describing differences and similarities between different practices and disciplines and making links to their own works. -To use a range of materials creatively to design and make products. -To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. -To select from a range of art and design techniques (colour, pattern, texture, line, shape, form and space). -To review what they and others have done and say what they think about it. | <p style="text-align: center;">Victorian Artists: William Morris Patterns and JMW Turner Paintings</p> <p><u>Objectives / Skills</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Pupils should be taught about the work of artists describing differences and similarities between different practices and disciplines and making links to their own works. -To use a range of materials creatively to design and make products. -To use painting and printing to develop and share ideas, experiences and imagination. -To review what they and others have done and say what they think about it. -To identify what they might change in future work, annotating work in a sketch book. <p><u>Year 3 & 4</u></p> | <p style="text-align: center;">Ancient Greek Clay Modelling</p> <p><u>Objectives / Skills</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Use clay to develop ideas stimulated by the Ancient Greeks. -Design and make a clay coil pot, decorated using inspiration from Ancient Greek design. -To review what they and others have done and say what they think about it. -To identify what they might change in future work, annotating work in a sketch book. <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -To improve their mastery of art and design techniques involving clay. |



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| | <p>-To identify what they might change in future work, annotating work in a sketch book.</p> <p><u>Year 3 & 4</u></p> <p>-Pupils should be taught about great artists in history.</p> <p>-To improve their mastery of selected art techniques (drawing, painting, sculpture).</p> <p>-To compare ideas, methods and approaches in their own and others' work and say how they feel about them, recording this by annotating sketch books.</p> <p>-To adapt their work according to their views and describe how they might develop it further.</p> | | <p>-Pupils should be taught about great artists in history.</p> <p>-To improve their mastery of selected art techniques (painting and printing).</p> <p>-To compare ideas, methods and approaches in their own and others' work and say how they feel about them, recording this by annotating sketch books.</p> <p>-To adapt their work according to their views and describe how they might develop it further.</p> | | <p>-To design and make a clay jug using pinching method using inspiration from Ancient Greek design.</p> <p>-To compare ideas, methods and approaches in their own and others' work and say how they feel about them, recording this by annotating sketch books.</p> <p>-To adapt their work according to their views and describe how they might develop it further.</p> | |
| RE | <p><u>Year 2</u></p> <p>Why is the Bible special to Christians?</p> <p>What can we learn from the story of St Cuthbert?</p> <p><u>Year 3/4</u></p> <p><u>How do Hindus worship?</u></p> <p>-What does a Hindu shrine look like?</p> <p>-How does a Hindu family perform puja?</p> <p>-How can we use our senses to describe the mandir?</p> <p>-What happens in a mandir?</p> <p>-Does good defeat evil?</p> | <p><u>Year 2</u></p> <p>How and why is light important at Christmas?</p> <p><u>Year 3/4</u></p> <p>How and why is Advent important to Christians?</p> | <p><u>Year 2</u></p> <p>What does it mean to belong in Christianity?</p> <p><u>Year 3/4</u></p> <p><u>What can we learn about Christian worship and beliefs by visiting churches?</u></p> <p>-What is worship?</p> <p>-What symbols can be seen on our church visits and what do they mean?</p> <p>-Why do some churches use colour?</p> <p>-How could I use colour to express my ideas, feelings and beliefs?</p> <p>-Should all worship be the same?</p> | <p><u>Year 2</u></p> <p>How do Christians celebrate Easter?</p> <p><u>Year 3/4</u></p> <p>What do Christians remember about Palm Sunday?</p> | <p><u>Year 2</u></p> <p>How do Buddhists show their beliefs?</p> | <p><u>Year 2</u></p> <p>What can we learn about our local faith communities?</p> <p><u>Year 3/4</u></p> <p><u>What do Hindus believe?</u></p> <p>-What do Hindus believe about God?</p> <p>Can one be many?</p> <p>-What is the Trimurti?</p> <p>-Why is Ganesh special to Hindus?</p> <p>-What more can we find out about Hindu deities?</p> <p>-Can you believe if you don't see?</p> <p>-How do Hindu beliefs affect actions?</p> <p>What do Hindus believe happens after you die?</p> <p>-What is karma?</p> <p>-Is Ahimsa important?</p> <p>-So, how do Hindu beliefs affect actions?</p> |



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| | <p>-Who are Rama and Sita? -Why do Hindus have divas? -How else do Hindus celebrate Divali? How do Hindus worship?</p> | | <p>-What do we now know about Christian symbols and beliefs from our investigation?</p> | | | |
| PE | <p><u>Year 2</u> Gymnastics – Unit 1 Task 1 and 2 - L1 <u>Year 3 & 4</u> Gymnastics – Balancing Act L2 Coach – Fit for life Oct 22nd – Judo taster</p> | <p><u>Year 2</u> Games – Bean Bag Throw L1 <u>Year 3 & 4</u> Games (Invasion) - Three Touch Ball – L3 Coach - Basketball</p> | <p><u>Year 2</u> Athletics – Off, Up and Away Unit 1 Travel / Throw / Jump L1/2 <u>Year 3 & 4</u> Athletics - Faster, Higher, Further L2/3 Coach - Dance</p> | <p><u>Year 2</u> Dance – Themes and Dreams /Own theme Pre L1/L1 <u>Year 3 & 4</u> Dance – Round the Clock / own theme? L2</p> | <p><u>Year 2/3/4</u> Gymnastics – Unit 2 task 2 L2 Apparatus</p> | <p><u>Year 2</u> O +A – Gone Fishing L1/2 <u>Year 3 & 4</u> O + A – Where am I? L2/3</p> |
| Music | <p>Let Your Spirit Fly <u>All Year Groups</u> - Listen and sing back - Listen and copy back using two notes: C and D - Using your instruments, listen and play your own answer using two notes: C and D</p> | <p>Glockenspiel Stage 1 <u>All Year Groups</u> -improvise using the notes D E F - Listen carefully and respectfully to other people’s thoughts about the music. - To take it in turn to discuss how the song makes them feel. - To demonstrate a good singing posture.</p> | <p>Three Little Birds <u>All Year Groups</u> - Listen and sing back - Listen and copy back using two notes: C and D - Using your instruments, listen and play your own answer using two notes: C and D</p> | <p>The Dragon Song <u>All Year Groups</u> - Listen and copy back using the notes G, A + B - Take it in turns to improvise using all or any of these notes: G, A and B - To confidently identify and move to the pulse.</p> | <p>Bringing Us Together <u>Y All Year Groups</u> - Listen and sing back - Listen and copy back using two notes: C and A - Using your instruments, listen and play your own answer using two notes: C and A - Take it in turns to improvise using two notes: C and A</p> | <p>Reflect, Rewind and Replay <u>All Year Groups</u> - Revise and consolidate objectives.</p> |



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| | <ul style="list-style-type: none"> - Take it in turns to improvise using two notes: C and D - To sing in unison and in simple two-parts. | | <ul style="list-style-type: none"> - Take it in turns to improvise using two notes: C and D - To follow a leader when singing | <ul style="list-style-type: none"> -To think about what the words of a song mean. - To enjoy exploring singing solo. | <ul style="list-style-type: none"> - To sing with awareness of being 'in tune' - To have an awareness of the pulse internally when singing. | |
| French | <p>Core Unit 1</p> <ul style="list-style-type: none"> -Greeting each other. -Introducing themselves. --Counting up to 10. -Introducing the immediate family. <p>Core Unit 2</p> <ul style="list-style-type: none"> -Saying the days of the week. -Naming the colours. -Counting between 11 and 20. -Naming countries. -Expressing likes and dislikes. | <p>Core Unit 2 (continued)</p> <ul style="list-style-type: none"> -Saying the days of the week. -Naming the colours. -Counting between 11 and 20. -Naming countries. -Expressing likes and dislikes. <p>Core Unit 3</p> <ul style="list-style-type: none"> -Identifying body parts. -Counting up to 31. -Identifying items of clothing. -Naming the months of the year. -Talking about birthdays. | <p>Animals</p> <ul style="list-style-type: none"> -Saying animal vocabulary. -Asking about pets. -Describing animals using adjectives. -Using prepositions. -Naming animal homes. | <p>Food</p> <ul style="list-style-type: none"> -Naming common foods. -Expressing likes and dislikes. -Saying what they are eating. -Naming cutlery. -Saying what they would like to have. -Understanding cooking instructions. | <p>At School</p> <ul style="list-style-type: none"> -Saying how they travel to school. -Naming places in school. -Listing the contents of their pencil case. -Telling the time. -Naming the school subjects | |
| SRE | <p>Family and Relationships <u>Year 2</u></p> <ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships | <p>Health and Wellbeing <u>Year 2</u></p> <ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet | <p>Citizenship <u>Year 2</u> <i>Responsibility</i></p> <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment <p><i>Community</i></p> | <p>Economic Wellbeing <u>Year 2</u> <i>Money</i></p> <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money | <p>Safety and the Changing Body <u>Year 2</u></p> <ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education | <p>Transition <u>All year groups</u></p> <p>Recap key areas of learning</p> <p>Prepare for the next class / year group / key stage</p> |



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| | <ul style="list-style-type: none"> • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change <p><u>Year 3 / 4</u></p> <ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping | <ul style="list-style-type: none"> • Dental health <p><u>Year 3 / 4</u></p> <ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health | <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community <p><i>Democracy</i></p> <ul style="list-style-type: none"> • School Council • Giving my opinion <p><u>Year 3 / 4</u></p> <p><i>Responsibility</i></p> <ul style="list-style-type: none"> • What are human rights? • Caring for the environment <p><i>Community</i></p> <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities <p><i>Democracy</i></p> <ul style="list-style-type: none"> • Local councillors | <p><i>Career and aspirations</i></p> <ul style="list-style-type: none"> • Jobs <p><u>Year 3 / 4</u></p> <p><i>Money</i></p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending <p><i>Career and aspirations</i></p> <ul style="list-style-type: none"> • Jobs and careers • Gender and careers | <p><u>Year 3 / 4</u></p> <ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) | |
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