

English: Narrative- writing stories and plays, diary entries. **Non-fiction**- recounts and newspaper reports, instructions, letters. Poetry.

SPAG (Spelling, punctuation and Grammar)

Phonics (Year 2/3) Recap Phase 5/6. 100 high frequency words (spellings) 200 common exception words. Year 3/4 statutory spellings.

Maths:

Year 2/3 Number- Place Value, Addition and Subtraction, Multiplication and Division.

Times Tables: 2,5,10,3 and 4. Multiplication and division facts. Rapid recall. Roman numerals, 'Christmaths'.

History- Romans- timelines, significant events, ways of life, food and drink, art and music, famous Romans, battles, artefacts. Etc

Year 2-

World War 2 Week. (Remembrance Day)

Our local History in our local area- Local History week- Mining, Seaton Delaval during the war, Seaton Delaval Hall.

Chronological Understanding

Can they use words and phrases like: before I was born, when I was younger?

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?

Can they use the words 'past' and 'present' accurately?

Can they use a range of appropriate words and phrases to describe the past?

Can they sequence a set of events in chronological order and give reasons for their order?

Exceeding

Can they sequence a set of objects in chronological order and give reasons for their order?

Knowledge and interpretation

Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?

Can they explain how their local area was different in the past?

Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?

Can they give examples of things that are different in their life from that of their grandparents when they were young?

Can they explain why Britain has a special history by naming some famous events and some famous people?

Can they explain what is meant by a parliament?

Exceeding

Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?

Can they explain why someone in the past acted in the way they did?

Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?

Can they explain what is meant by a democracy and why it is a good thing?

Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?

Can they describe events from the past using dates when things happened?

Can they describe events and periods using the words: ancient and century?

Can they use a timeline within a specific time in history to set out the order things may have happened?

Can they use their mathematical knowledge to work out how long ago events would have happened?

Knowledge and interpretation

Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?

Can they begin to picture what life would have been like for the early settlers?

Can they recognise that Britain has been invaded by several different groups over time?

Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?

Can they suggest why certain events happened as they did in history?

Can they suggest why certain people acted as they did in history?

Exceeding

Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?

Year 2/3 Topic: Autumn Term Step Back in Time



Geography- Oceans, continents map of Europe. Famous Roman sites locally and in Europe. Populations, weather.

Year 2

Geographical knowledge

Can they name the continents of the world and find them in an atlas?

Can they name the world's oceans and find them in an atlas?

Can they name the major cities of England, Wales, Scotland and Ireland?

Can they find where they live on a map of the UK?

Exceeding

Can they locate some of the world's major rivers and mountain ranges?

Can they point out the North, South, East and West associated with maps and compass?

Y3 Geographical knowledge

Can they name a number of countries in the Northern Hemisphere?

Can they locate and name some of the world's most famous volcanoes?

Can they name and locate some well-known European countries?

Can they name and locate the capital cities of neighbouring European countries?

Are they aware of different weather in different parts of the world, especially Europe?

Can they locate the Mediterranean and explain why it is a popular holiday destination?

Can they use maps and atlases appropriately by using contents and indexes?

Can they confidently describe physical features in a locality?

Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?

Can they describe the main features of a well-known city?

Can they describe the main physical differences between cities and villages?

Can they name and locate features such as mountains and rivers?

Exceeding

Can they name the two largest seas around Europe?

Science

Year 3 Light

Can they recognise that they need light in order to see things?

Can they recognise that dark is the absence of light?

Can they notice that light is reflected from surfaces?

Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?

Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?

Can they find patterns in the way that the size of shadows change?

Exceeding

Can they explain why lights need to be bright or dimmer according to need?

Can they explain the difference between transparent, translucent and opaque?

Can they make a bulb go on and off?

Can they say what happens to the electricity when more batteries are added?

Can they explain why their shadow changes when the light source is moved closer from the object?

Year 2-

Uses of everyday materials - classifying and grouping

Can they describe the simple physical properties of a variety of everyday materials?

Can they compare and group together a variety of materials based on their simple physical properties?

Exceeding

Can they describe the properties of different materials using words like transparent or opaque, flexible, etc.?

Can they sort materials into groups and say why they have sorted them in that way?

Can they say which materials are natural and which are man-made?

Changing materials

Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)

Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)

Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?

Can they explain how things move on different surfaces?

Exceeding

Can they explain how materials are changed by heating and cooling?

Can they explain how materials are changed by bending, twisting and stretching?

Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

Art- Self Portraits, exploring design and texture, Roman art, art from different periods in history.

Year 2

Textiles/ 3D

Can they make a clay pot?
Can they join two finger pots together?
Can they add line and shape to their work?
Can they join fabric using glue?
Can they sew fabrics together?
Can they create part of a class patchwork?

Drawing

Can they use three different grades of pencil in their drawing (4B, 8B, HB)?
Can they use charcoal, pencil and pastels?
Can they create different tones using light and dark?
Can they show patterns and texture in their drawings?
Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

Year 3-

Drawing

Can they show facial expressions in their drawings?
Can they use their sketches to produce a final piece of work?
Can they write an explanation of their sketch in notes?
Can they use different grades of pencil shade, to show different tones and texture?

Textiles/ 3D

Can they add onto their work to create texture and shape?
Can they work with life size materials?
Can they create pop-ups? • Can they use more than one type of stitch?

PSHE & RE:

PSHE: Friendships, being kind, new beginnings, getting on and falling out, say no to bullying.

SMSC- British Values-

Remembrance Day, Halloween, Bonfire Night, Harvest festival, Celebrating Christmas around the world, E-safety.

RE:

Christianity- Festivals and celebrations- life-styles and community - Christmas, story of creation.

Hinduism- festivals and celebrations, lifestyles and stories. Diwali, customs and traditions.

Design Technology-

Christmas crafts, Roman crafts and modelling. Mosaics, jewellery, pottery, painting, etc. Making a Christmas Toy/torches

Year 2-

Developing, planning and communicating ideas

Can they think of ideas and plan what to do next?
Can they choose the best tools and materials? Can they give a reason why these are best?
Can they describe their design by using pictures, diagrams, models and words

Mechanisms

Can they join materials together as part of a moving product?
Can they add some kind of design to their product?

Textiles

Can they join textiles of different types in different ways?
Can they choose textiles both for their appearance and also qualities?

Year 3-

How realistic is their plan?

Electrical and mechanical components

Do they select the most appropriate tools and techniques to use for a given task?
Can they make a product which uses both electrical and mechanical components?
Can they use a simple circuit?

Computing-

Y2: Data Retrieving and Organising

Can they find information on a website?
Can they click links in a website?
Can they print a web page to use as a resource?
Can they experiment with text, pictures and animation to make a simple slide show?
Can they use the shape tools to draw?

Communicating

Can they send and reply to messages sent by a safe email partner (within school)?
Can they word process a piece of text?
Can they insert/delete a word using the mouse and arrow keys?
Can they highlight text to change its format (B, U, I)?

Skills

Can they follow the school's safer internet rules?
Can they use the search engines agreed by the school?

Year 3-

Y3-

Using the Internet

Can they find relevant information by browsing a menu.
Can they search for an image, then copy and paste it into a document?
Can they use 'Save picture as' to save an image to the computer?
Can they copy and paste text into a document?

Do they begin to use note making skills to decide what text to copy?

Data Retrieving and Organising

Can they review images on a camera and delete unwanted images?
Have they experienced downloading images from a camera into files on the computer?
Can they use photo editing software to crop photos and add effects?
Can they manipulate sound when using simple recording story boarding?

Presentation

Can they create a presentation that moves from slide to slide and is aimed at a specific audience?
Can they combine text, images and sounds and show awareness of audience?
Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Music- Music from different time periods- Roman and Italian Music. Singing, Listening, performing (Christmas performances) creating music accompaniments.

Year 2-

Performing

Do they sing and follow the melody (tune)?
Do they sing accurately at a given pitch?
Can they perform simple patterns and accompaniments keeping a steady pulse?
Can they perform with others?
Can they play simple rhythmic patterns on an instrument?
Can they sing/clap a pulse increasing or decreasing in tempo?

Year 3-

Performing

Do they sing in tune with expression?
Do they control their voice when singing?
Can they play clear notes on instruments?
Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?

P.E.

Y2/3 - Basic Skills- throwing, catching, kicking, teamwork, bat and ball skills etc.

Acquiring and developing skills

Can they select and use the most appropriate skills, actions or ideas?
Can they move and use actions with co-ordination and control?

Dance

Can they improvise freely, translating ideas from a stimulus into movement?
Can they share and create phrases with a partner and in small groups?
Can they repeat, remember and perform these phrases in a dance?

French (Year 2/3) - All about me- Numbers, colours, greetings, family, friends, pets.

Year 2-

Listening and responding

Do they understand a range of familiar statements?
Do they understand a range of familiar questions?

Speaking

Can they give short and simple responses to what they see and hear?
Can they name and describe people?
Can they name and describe places?
Can they name and describe objects?

Year 3-

Listening and responding

Do they understand short passages made up of familiar language?
Do they understand instructions, messages and dialogues within short passages?

Speaking

Can they have a short conversation where they are saying 2-3 things?
Can they use short phrases to give a personal response?