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| **Holywell C of E Primary School**  **Curriculum Coverage 2022-2023 Year B** | | | | |
| **Year 2 & 3** | **Autumn** | **Spring** | | **Summer** |
| **Theme** | **Looking Back in Time**  **History:**  **SAFE IN THE COUNTRYSIDE** | **Near far wherever you are**  **Geography:**  **EXTREME EARTH** | | **Discovering the past**  **History and Geography:**  **Ancient Egypt** |
| **Stunning Start** | Let’s look at different artefacts from World War 2. | Let’s make volcanoes and watch them erupt. | |  |
| **Maths** | We have a whole school mastery approach to Maths teaching, using the **White Rose schemes of work** as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum.  We have an agreed ‘Key Facts for Fluency’ focus for each half term and home learning will often be linked to this. | | | |
| **Year 2:**  Place value  Addition and subtraction  Multiplication and Division  **Year 3:**  Place value  Addition and subtraction  Multiplication and Division | **Year 2:**  Multiplication and Division  Money  Shape  Mass, capacity and temperature  **Year 3:**  Multiplication and Division  Length and perimeter  Fractions  Mass and capacity | | **Year 2:**  Fractions  Time  Statistics  Position and direction  **Year 3:**  Fractions  Time  Shape  Statistics |
| **English – Writing** | We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils **Imitate** (learn a text), **Innovate** (makes some changes) and then **Invent** their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. | | | |
| **Texts and Writing styles** | **FICTION: Traction Man is Here!**  Write a Traction Man-style story based on own toy.   * Learn how to use both familiar and new punctuation including full stops, capital letters and exclamation marks. * Make the correct choice and consistent use of present tense and past tense throughout writing (Y2). * Use the progressive form of verbs in the present and past tense to mark actions in progress (Y2).   **NON-FICTION: What Do We Do with a Tail Like This?**  To create a book based on special clothing.   * Understand subordination using *if* (Y2) * Use familiar punctuation correctly (Y2)   **POETRY: Beachcomber**  To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.   * Develop understanding of concepts set out in English Appendix 2 by: learning how to use familiar punctuation correctly (Y2) * Commas for lists (Y3) | **FICTION: Escape from Pompeii**  To rewrite the story in the first person as one of the main characters. The narrative focus is on describing the contrasting settings and developing character.   * Use conjunctions (Y3) * Use fronted adverbials (Y3)   **NON-FICION: Rainforest Rough Guide**  The outcome is to write a class ‘rough guide’ with diary, email and fact file based on an imaginary expedition to a different environment where there are environmental threats.   * Extending a range of sentences with more than one clause by using a wider range of conjunctions (Y3) * Using the perfect present form of verbs instead of simple past tense (Y3) * Using conjunctions to express time, place and cause (Y3) * Paragraphs to group related material (Y3) * Heading and subheadings to aid presentation (Y3) | | **FICTION: The Boy Who Cried Ninja**  To write a story about a character who finds that telling the truth is best.   * Learning to use subordination (Y2) * Using sentences with different forms, such as statements and questions (Y2) * Dialogue   **NON-FICTION: How to Invent**  To write invention portfolio and/or timeline.   * Use conjunctions, adverbs and prepositions to express time, place and clause (Y3). * To use fronted adverbials (Y3).   **POETRY: Tell Me a Dragon**  To write a poem about own dragons.   * Learn how to use both familiar and new punctuation (Y2) * Expand noun phrases for description (Y2) |
| **English - Reading** | We use the Read, Write, Inc. programme. Children are grouped according to their RWI level and plans are followed accordingly.  Children are sent home reading books, which are based on their RWI level. These build on the children’s knowledge and experience already gained. Phonics is taught explicitly every day and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Please see website for further information and to view our RWI policy.  Once children have complete the RWI programme, they go onto the Accelerated Reader programme. They take books home based on a ZPD score and are quizzed on these books once they have completed then. Please see website for further information and to view our accelerated reader policy. | | | |
| **Science** | **The Nation Curriculum aims for Science aim to ensure that all pupils:**   * **develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.** * **develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.** * **are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.**   **Programme of Study -**The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. ‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study.  **Subject content KS 1**  **Scientific Enquiry (Statutory Requirement) -**During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions   **Subject content Lower KS 2**  **Scientific Enquiry (Statutory Requirement) -** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings. | | | |
| **Science** | **Rocks, Fossils and Soils – What is Beneath our Feet? (Chemistry)**  In this unit children learn about the three different types of rocks and their individual features. They will learn how rocks, soil and fossils are formed.  **How Plants Grow- Where do weeds come from? (Biology)**  In this unit children will identify the functions of the different parts of a plant, find out what plants need in order to grow well and explore how plants reproduce.  See project planner. | | **Living things and their environments. (Biology)**  In this topic, children will learn about how living things can be grouped in a variety of ways. They will learn about animal’s habitats. They will learn about how habitats can change and sometimes pose dangers to these habitats. | **The Earths Movement in Space** (Physics)  In this topic, children will learn about the planet in our solar system. They will learn how the Earth moves around the sun and how the sun influences changes on the Earth. |
| **Art and Design** | **The Nation Curriculum aims for Art and Design aim to ensure that all pupils:**   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms   **Subject content KS 1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   **Subject content KS 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | | |
| **Art and Design** | **ABSTRACT ART (Milestone 2)**  In this unit, children will investigate the work of a modern-day abstract artist. Children will explore different types of abstract art and creating painting using some of the techniques. | **SYBOLISIM ART (Milestone 2)**  In this unit, children will experiment in using flowing lines to symbolise the emotions: fear, happiness, bravery, anger, despair. They will create their own interpretation of ‘The Scream’ using a personal experience. | | **CITYSCAPE ART (Milestone 2)**  In this unit children will investigate the work of Richard Estes and discover how they have used digital media to develop their style. Children will create their own digital art. |
| **Computing** | **The Nation Curriculum for Computing aims to ensure that all pupils:**   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology.   **Subject content KS 1:**  **Pupils should be taught to:**   * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.   **Subject content KS 2:**  **Pupils should be taught to:**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | |
| **WE ARE PROGRAMMERS**  Using Scratch software, children will learn how to programme an animation. | **Word Processing Skills**  In this unit, children will learn to use various features for formatting text. The children will be taught to use edit text, copy and paste, insert imagines and change the layout of the page. They will also be taught to use bullet points, the snipping tool and create text boxes. | | **Drawing and desktop publishing**  This unit is aimed at developing children’s graphic and presentation skills by introducing drawing as opposed to painting. It also goes on to  further children’s understanding of layouts using a desktop publishing application. Children will learn to draw, order, group and manipulate  objects to make a picture. |
| **Design and Technology** | **The Nation Curriculum aims for history aim to ensure that all pupils:**   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook   **Subject content KS 1 and 2**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts  **Cooking and nutrition**  As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. | | | |
| **DIPS**  In this unit, children will be learning about the different types of dips and learn about flavour combinations to create tasty dips. They will create their own dip. | **Light Up Signs**  In this unit, children will learn how to create electrical circuits to turn on a light. The children will create a sign that they will put on their light circuit to light up. | | **LINKED LEVERS**  In this unit children will learn how levers are made and attached. They will create moving parts of animals. |
| **Geography** | **The Ventrus curriculum offer for Geography in Key Stages 1, 2 and 3 is designed to:**   * Provide teachers with defined geographical content, which meets the aims and requirements of the National Curriculum for Geography including those which should be studied in depth; * Enable teachers to access high quality shared resources relating to the areas studied and thereby contributing to a reduction in their workload; * Ensure that teachers have a consistent understanding of the knowledge and skills which define the age related expectation * Ensure that children transition to secondary school with the knowledge and skills which will enable them to be successful across Key Stages 3 and 4.   **The National Curriculum for Geography aims to ensure that all pupils:**   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.   **Subject content KS 1**  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness  **Subject content KS 2**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | | |
| **Light Touch**  In this unit we will be learning about the countries that took part in WWII. The children will learn where these countries are on a map and be able to label them. | **EXTREME EARTH - Volcanoes**  In this geography unit the children will learn about what a volcano is and what happens why it erupts. They will be able to discuss the main features of a volcano and how they are formed. Children will learn about the Pacific Ring of Fire and understand the mains features of it. | | **Ancient Egypt**  In this unit, children will learn about the geography of Egypt. They will learn were Egypt is and some of its features. Children will also learn about the history of Ancient Egypt and their way of life. |
| **History** | **The Ventrus curriculum offer for history in Key Stages 1, 2 and 3 is designed to:**   * Provide teachers with a defined list of historical periods, which meets the aims and requirements of the National Curriculum for History and from which they must choose a specified number of areas, which should be studied in depth; * Enable teachers to access high quality shared resources relating to the areas studied and thereby contributing to a reduction in their workload; * Ensure that teachers have a consistent understanding of the knowledge and skills which define the age related expectations * Ensure that children transition to secondary school with the knowledge and skills which will enable them to be successful across Key Stages 3 and 4.   **The National Curriculum aims for history aim to ensure that all pupils:**   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 2 * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.   **Subject content KS 1**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  **Subject content KS 2**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | |
|  | SAFE IN THE COUNTRYSIDE  In this history unit the children will learn about the events leading up to and throughout the course of WWII. They will learn about how it affected Britain and the other countries involved with an in-depth focus on how lives were changed in our local area. Consideration will be given to the Holocaust and what we can learn as a result.  See project planner. | Light Touch  The history of Pompeii’s volcano. | | Egypt |
| **MFL** | **The National Curriculum aims for MFL aim to ensure that all pupils:**  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and process specified in the relevant programme of study.  **Subject content KS 1**  Curriculum content is not outlined for KS1.  An introduction to a variety of languages during incidental learning times would be deemed appropriate eg. Learning to answer the register in a new language or learning to count.  **Subject content KS 2**  Pupils should be taught to:  § listen attentively to spoken language and show understanding by joining in and responding  § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  § speak in sentences, using familiar vocabulary, phrases and basic language structures  § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  § present ideas and information orally to a range of audiences\*  § read carefully and show understanding of words, phrases and simple writing  § appreciate stories, songs, poems and rhymes in the language  § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  § write phrases from memory, and adapt these to create new sentences, to express ideas clearly  § describe people, places, things and actions orally\* and in writing Languages – key stage 2 3  § understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  The starred (\*) content above will not be applicable to ancient languages | | | |
| Children will learn:   * basic greeting skills including giving and asking for names. * to use the response words Oui and Non. * to find France and Paris on a map * to respond to some basic classroom instructions. * to name the UK and the countries that make it up. * to say number 0-6.   how to ask the simple question “C’est + noun” and answer with “C’est….” | Children will learn:   * to say the numbers to 12. * to use the conjunction ou to extend C’est + noun questions * to use the adverbial phrase à Paris,… (in Paris,…) + the verb il y a (there is/there are) to talk about what there is in Paris * about consonants and vowels in English and in French * to use the adverbial phrase à Paris,… (in Paris,…) + the verb il y a (there is/there are) to   learn about the adverb aussi (also) and how it is used in a sentence | | Children will learn:   * to say how old they are and to ask someone their age. * to say where they live and ask someone where they live * find out about other world landmarks and learn how to name them * be able to use a speaking frame to talk about landmarks. * find out about the definite articles le, la, l’ and les (the in English)   be able to recall vocabulary by identifying images |
| **Music** | **The Nation Curriculum aims for music aim to ensure that all pupils:**   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.   **Subject content KS 1**  Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music.   **Subject content KS 2**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | | | |
| **LET YOUR SPIRIT FLY**  In this unit the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  **GLOCKENSPIEL STAGE 1**  This unit introduces the children to learning about the language of music through playing the glockenspiel.  The learning is focused around exploring and developing playing skills through the glockenspiel | **THREE LITTLE BIRDS**  In this unit children will learn about the genre of Reggae through the song ‘Three Little Birds by Bob Marley. Children will listen and appraise a selection of other reggae songs, play games that build on their understanding of rhythm, pulse and tempo and produce a final performance of a reggae song.  **THE DRAGON SONG**  In this unit the children will learn The Dragon Song a song all about kindness and friendship. Using their imagination and working together as a class, they will create their own performance of this song as a starting point. | | **BRINGING US TOGETHER**  This is a Disco song about friendship, peace, hope and unity. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  **REFLECT, REWIND, REPLAY- CLASSICAL**  This Unit of Work consolidates the learning that has occurred during the year. 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. |
| **Physical Education** | **The National Curriculum aims for physical education aim to ensure that all pupils:**   * develop competence to excel in a broad range of physical activities; * are physically active for sustained periods of time; * engage in competitive sports and activities; * lead healthy, active lives.   **Subject content KS 1**  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to master basic movements including running, jumping, throwing and catching. As well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Pupils should all participate in team games, developing simple tactics for attacking and defending. Pupils should be able to perform dances using simple movement patterns.  **Subject content KS 2**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. To be able to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. To be able to perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. Be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Swimming and water safety**  All schools must provide swimming instruction in key stage 2 (schools may provide swimming instruction in key stage 1).  In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Pupils should also be able to perform safe self-rescue in different water-based situations. | | | |
| OAA - Take part in outdoor and adventurous activity challenges both individually and within a team.  Tennis & Football - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  ROH Create & Dance ‘Alice’s adventures in wonderland’ Unit - Perform dances using simple movement patterns. | Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres and to use a range of strokes effectively. Perform safe self-rescue in different water-based situations.  Gymnastics - Develop flexibility, strength, technique, control and balance. | | Athletics - Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Rounders - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |
| **PSHE** | **The aims for the Ventrus PSHE curriculum is to provide pupils with:**   * accurate, balanced and relevant knowledge * opportunities to turn that knowledge into personal understanding * opportunities to explore, clarify and if necessary, challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities * the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives * opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy   During Key Stages 1, 2 and 3, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness as they move through the primary and secondary phase. PSHE builds on the skills that pupils have previously acquired, in order to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.  **Subject Content KS1 and 2**  **Ventrus Primary schools deliver the compulsory Relationships Education and compulsory Health education requirements embedded within the PSHE curriculum.  Programmes of study outlined by the PSE association are used as a tool for mapping coverage of delivery alongside the RSE statutory guidance through an online resource called 1Decision.  Ventrus Primary schools teach all aspects of the compulsory requirements including puberty; they also teach the associated NC science content (For examples: body parts, human body as it grows, animal reproduction).** | | | |
| **Staying safe**  In this unit, children will learn way to keep themselves and other safe. They will learn to recognize risky situations and be able to identify trusted adults.  **Computer Safety: Making friends online**  In this unit, children will learn about the different ways we can keep safe online. | **Being Responsible: Stealing**  In this unit, children will understand the differences between borrowing and steeling. They will learn about how it might feel if something of there is stolen or not returned.  **Leaning out of windows**  In this unit, children will learn to identify dangers in the home and learn how to deal with the dangers and the steps they should take to keeping safe around the dangers. | | **Our World: Looking after our world**  In this unit children will learn about reduce, reuse and recycle. They will learn how we can help look after our planet.  **Relationships: Touch**  In this unit, children will learn about appropriate and inappropriate touch and why it is important to care about other people’s feelings. |
| **Religious Education** | **The Ventrus curriculum offer for RE in Key Stages 1, 2 and 3 is designed to:**   * explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.   **The Devon & Torbay Agreed Syllabus (2019-2024) aims for RE aim to ensure that all pupils:**  **make sense of a range of religious and non-religious beliefs,** so that they can:  • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary  • explain how and why these beliefs are understood in different ways, by individuals and within communities  • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation   1. **understand the impact and significance of religious and non-religious beliefs,** so that they can:    • examine and explain how and why people express their beliefs in diverse ways   • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world  • appreciate and appraise the significance of different ways of life and ways of expressing meaning   1. **make connections between religious and non-religious beliefs, concepts, practices and ideas studied**, so that they can:   • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses   • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response  • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding  **Subject content KS 1**  Pupils should be taught:  **Making sense of beliefs**   * identify core beliefs and concepts studied and give a simple description of what they mean * give examples of how stories show what people believe (e.g. the meaning behind a festival) * give clear, simple accounts of what stories and other texts mean to believers   **Understanding the impact:**   * give examples of how people use stories, texts and teachings to guide their beliefs and actions * give examples of ways in which believers put their beliefs into practice   **Making connections:**   * think, talk and ask questions about whether the ideas they have been studying, have something to say to them * give a good reason for the views they have and the connections they make   **Subject content KS 2**  Pupils should be taught:  **Making sense of beliefs:**   * identify and describe the core beliefs and concepts studied * make clear links between texts/ sources of authority and the core concepts studied * offer informed suggestions about what text * sources of authority can mean and give examples of what these sources mean to believers * identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions * describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts * give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority   **Understanding the impact:**   * make simple links between stories, teachings and concepts studied and how people live, individually and in communities * describe how people show their beliefs in how they worship and in the way they live * identify some differences in how people put their beliefs into practice * make clear connections between what people believe and how they live, individually and in communities * using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures * make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly * raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live   **Making connections:**   * give good reasons for the views they have and the connections they make * make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) * reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently * consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make | | | |
| **RE** | **What do Hindus believe God is like?**  In this unit, children will learn what Hindus believe about god and identify some of the different ways in which Hindus worship.  **INCARNATION/ GOD: What is the Trinity?**  In this unit, children will learn about Trinity and how Christians show their beliefs about God the Trinity in different ways and in the way they live. | **How do festivals and worship show what matters to a Muslim?**  In this unit, children will learn about how festivals and worship show what matters to a Muslim. They will learn about the festivals that take place in the Muslim religion and how they worship God.  **SALVATION: Why do Christians call the day Jesus died ‘Good Friday’? Easter** | | **How and why do people mark the significant event of their lives?**  In this unit, children will learn about how significant events are celebrated in different religions. We will be focusing on Christianity, Judaism and Hinduism. |
| **Trips** |  | Year 3 Residential  Paignton Zoo | |  |
| **Memorable middle** |  |  | |  |
| **Fantastic Finish** |  | To create a volcano poster using word processing skills and present to their parents. | |  |