Colerne Church of England Primary School

Year 2/3 Year B

Autumn Term 1/2

2026-2027

Science	Geography	History	PE
Animals including humans Plants	Local area Field sketches & Sketch maps	Queen Victoria and The Victorians	Circuit Training Victorian Christmas Dance

RE	Computing	PSHE	DT
Places of Worship – What Makes Them Sacred? UC KS1 Digging Deeper: Why does Christmas matter to Christians?	Online Safety & Online Relationships Technology Around Us & Digital Music	Money Matters One Wold	Textiles – draw string purses for Queen Victoria

	Art and Design	French	Music
	The Human Form	Y3 Language Angels: Seasons	Charanga Music: Questions and Answers Victorian songs and rhymes

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Narrative:

Character description

Narrative:

Character description

Non-Fiction:

Non-chronological report

Core Text:

Whole Class Reading

using VIPERS

Class Reader

Theme: Queen Victoria and The Victorians

Non-Fiction:

Setting description & Biography

Non-Fiction:

Explanation & Letter

Poetry:

Performance poetry

Poetry:

Descriptive poetry and rhymes

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History

Lives of significant individuals (KS1) & A study of an aspect/them in British history (KS2): Queen Victoria and The Victorians	**Term: 1&2 Year B**	**Year: 2 / 3**

Foundations of previous learning:

Y2 - Children should listen to stories, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. **Y3** - 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

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
KS1 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. Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **KS2** Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	• Create a timeline of events in living memory • Recognise similarities and differences • Ask and answer questions • Use everyday historical terms • Use appropriate historical terms. • Use phrases relating to the passing of time • Develop a chronological knowledge of and understanding of British, local and world history • understand how our knowledge of the past is constructed from a range of sources	To consider how we know about the life of a historical using a range of sources. To research and explore what it might have been like to live in Britain as a child during this period. To study the Victorian era and the differences in lifestyle for different classes. To recall simple achievements and inventions of this time.	year decade century before after past present timeline change similar different Queen Monarch Victoria Empire Change

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.			Inventions

Art

Exploring the human form: Victorian art work portraits & Human form using stimuli from Hirst, Opie, Haring & Bridgeman	**Term: 1&2 Year B**	**Year: 2/3**
Foundations of previous learning: FS • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used	**Year 1** • Mirror: Line and shape drawing	

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
National Curriculum Coverage - KS1 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	• Draw lines of varying thickness • Use lines to demonstrate pattern • Use different materials to draw with • Observe closely and add detail • Apply colour using strokes in the same direction • Use different pressure to produce tone • Show line, tone and texture with different grades of pencil • Use shading to show light • Show an awareness of space	• Know how to draw lines of varying thickness • Know a range of lines to show pattern • Know the range of materials used to draw • Know how to colour in the same direction • Know how to add texture using a range of marks • Know how to use shading to show light • Understand the use of space on a page	mark line colour pattern texture shape

<table>
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- 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

National Curriculum Coverage – KS2

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 artists, architects and designers in history

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- Use collage to create portraits with different tones and colour

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<td></td>
<td rowspan="3">tone
form
media
collage
materials
facial features
portrait
expression</td>
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<tr>
<td>Assessment of Skills</td>
<td>Assessment of Knowledge</td>
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Children can:

- Draw lines of varying thickness
- Demonstrate pattern using a variety of lines
- Draw with a selection of materials
- Draw in detail that shows close observation
- Colour in one direction
- Apply different pressure to vary tone
- Use different grades of pencil to good effect
- Show light using shading techniques
- Consider space on the page when drawing
- Select collage materials with different tones and colours to create portraits

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- Can you describe how to draw lines of varying thickness?
- How can you show pattern using lines? What lines could you use?
- Can you list the materials you could use to draw with?
- Can you explain how to colour in the same direction?
- Can you describe how to add texture? What lines could you use?
- Can you show light using shadow? Can you explain it how your shadow shows light?
- Can you explain how you have selected the collage materials to produce the finished affect.

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Science 2

Animals including humans		**Term: 1&2 Year B**	**Year: 2&3**
Foundations of previous learning: In EYFS as part of Understanding of the World, children will learn about themselves as humans. They will know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes. As part of Health and Self-care children will know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.			
Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Y1 Pupils should be taught to: - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y2 Pupils should be taught to: - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	To know the basic parts of the human body and say which part of the body is associated with each sense. To know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	body, head, hands, eyes, nose, ears mouth, arm, foot, leg, chest, neck face, shoulders, waist, elbow, knee predict, feet, hands, measure, compare, record, centimetre, measurements, results, table, conclusion, exercise, heart, heartbeat warm up, muscles, stretch, run, jump, catch, balance, strong, fast, breath, evaluate, healthy, clean, hygiene, hands, germs, sense, sight, see eye, sound, hear, touch feel, fingers, taste, smell, balanced diet, fruit, vegetables, protein, carbohydrates,
	Assessment of Skills	**Assessment of Knowledge**	
	Children are able to ask simple questions. Children can make observations when carrying out simple tests. Children can plan and perform simple tests. Children can identify and classify different foods. Children can use their observations to suggest answers to questions. Children can gather and record data.	Can children identify basic parts of the body? Can they say which part of the body is associated with each sense? Can they say why exercise is important for humans? Can they describe how to keep clean? Can they describe the importance for eating different types of food?	

			bread, rice, potatoes, pasta, milk, fat, sugar, meat, fish, egg

Science 1

Plants: Requirements for life and growth	**Term: 2**	**Year: 2&3 Year B**
Foundations of previous learning: **Year 1** **Plants** Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees.	**Foundations of previous learning:** **Year 2** **Plants** Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water light and a suitable temperature to grow and stay healthy.	

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Plants **Y3** Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, & room to grow) & how they vary from plant to plant. Investigate the way in which water is transported within plants.	Begin to use a science model to describe Describe patterns in data, charts & graphs Describe results by linking cause & effect	To understand the conditions plants need to grow. To understand how water gets around the plant.	Grow Seed Bulb Leaf root root hairs stem flower petals pollen eggs fruit	seedling water light temperature nutrients transport
	Assessment of Skills	**Assessment of Knowledge**		
	Explaining science Designing experiments	What conditions do plants need to grow? How does water get around the plant?		

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Geography

Geographical Skills and Fieldwork: Our Local Area. - What would a bird see in our local area?	**Term: 1&2 Year B**	**Year: 2&3** **Year B**

Foundations of previous learning:
In EYFS Year one children will have explored the natural world around them in their immediate surroundings, making observations, drawing pictures and making comparisons throughout the seasons.
In year A, Year two children (as year ones) will have used maps, atlases and globes, when learning to name and locate the countries of the UK and the names and locations of the surrounding seas/oceans (Term 3) and when learning to name and locate the country of Australia and the town of Port Douglas as well as the states of Australia and its capital city. (Term 6)
In year A - Term 2, year two children (as year ones) will have identified seasonal and daily weather patterns in the UK.

Unit Learning

NC Objective	Skills	Knowledge	Vocabulary
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key.	- To use fieldwork and observational skills when exploring the school, its grounds and surrounding environment. - To use aerial photographs in order to recognise landmarks and basic human and physical features of our local area. -To devise a simple map, using and constructing basic symbols in a key. Y3 Create a survey to explore human or physical features in the local area. Make a simple scale drawing. Make a simple sketch map of the human and physical features in the local area. Take photographs of the local area to help produce a simple map.	- To know what human features mean and be able to give some examples. - To know what physical features mean and be able to give some examples. - To know the key human and physical features of their school, its grounds and its surrounding environment. - To know and recognise, in pictures and on a map, the key landmarks of their surrounding areas. E.g. school, church, camp. - To know how to devise a simple map. - To know and recognise basic map symbols in a key. Y3 To know what a human and physical feature is. To know some of the human and physical features in Colerne village. To be able to draw a field sketch of the local area. To be able to compare a field sketch with an OS map. To identify human and physical features on an OS map. To use a digital map to explore the local area and add digital photographs.	fieldwork observation human physical features maps symbols keys environment aerial landmarks

	Assessment of Skills	Assessment of Knowledge	
	-Explain their observations from walks/time spent in the school grounds and its surrounding areas. - Look at and discuss aerial photographs, explaining what landmarks they can see and what basic human and physical features they can identify. -Children can devise their own simple maps of an imaginary place. -Use and construct basic symbols in a key. Y3 I can identify human and physical features in my local area and make field sketch maps to show their location. I can take photographs of the local area and read OS and digital maps using keys as support.	What does human features mean? Can you give me an example of a human feature? What does physical feature mean? Can you give me an example of a physical feature? Would__ be a human or physical feature? Why? What human and physical features can you see on our school grounds? On our walk of its surrounding areas? What is a key? What does this symbol mean? What landmark is this? Where is the __ on this map? Y3 I can explain how human and physical features make up places and make comparisons between sketch and OS maps.	

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RE (First Unit)

OAK Academy Y2 Places of Worship- What makes them Sacred?	**Term: 1**	**Year: 2&3 Year B**

Foundations of previous learning:

EYFS settings are expected to ensure pupils encounter aspects of Christianity as well as other worldviews of the settings' choosing as a foundation for later RE learning and to provide consistency.

Early years pupils should encounter worldviews through special people, books, times, places and objects and by visiting places of worship or significance.

• They should listen to and talk about stories.

• Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

• They should be encouraged to ask questions and reflect on their own feelings and experiences.

• They should have opportunities to use their imagination and curiosity to develop their appreciation of awe and wonder at the world in which they live

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils will: • Know that places of worship are important and sacred places for religious communities. • Identify that Christians worship in churches, Muslims worship in mosques	□ Ask questions about why places are special or sacred to different people. □ Compare different places of worship and identify similarities and differences. □ Explain why certain objects, spaces or buildings are important to religious believers.	**1. Sacred places and belonging** • Places of worship are sacred spaces where religious communities gather to worship and express their beliefs. • People can show belonging to a religious community through worship, prayer, traditions and shared experiences. • Religious buildings are important because of the meaning they hold for believers. **2. Christian places of worship** • Christians worship in churches.	Core Vocabulary for all lessons □ sacred □ worship □ belonging □ community □ religion □ belief □ faith

and Jews worship in synagogues. • Understand that people may belong to a religious community through shared worship, traditions and practices. • Recognise that places of worship can look different, even within the same religion. • Identify some features of churches, mosques and synagogues and explain why they are important to believers		• Churches can have different features and designs, but they are all important places for Christian communities. • Christians may use churches for prayer, worship, learning and gathering together. **3. Muslim places of worship** • Muslims worship in mosques. • Mosques can differ in appearance and features, but they are important places for Muslim communities. • Muslims may use mosques for prayer, learning and community activities. **4. Jewish places of worship** • Jewish people worship in synagogues. • Synagogues can differ depending on the Jewish community they serve. • Synagogues are places where Jewish people gather for prayer, learning and community life. **5. Similarities, differences and diversity** • Places of worship within the same religion can look different. • Different religions have their own sacred spaces, practices and traditions. • Although places of worship may differ, they are all meaningful to the people who use them.	☐ tradition ☐ place of worship ☐ prayer ☐ symbol ☐ respect ☐ diversity ☐ similarity ☐ difference ☐ feature ☐ special ☐ religious ☐ holy ☐ practice Specific vocab for each religion covered in individual lesson plans.
	Assessment of Skills	**Assessment of Knowledge**	

	Children will demonstrate their understanding by explaining **what makes a place of worship sacred** and comparing the ways in which **Christians, Muslims and Jewish people use their places of worship**.	Children will demonstrate their knowledge by explaining **what a place of worship is, naming examples of sacred spaces, identifying key features, and describing why these places are important to Christians, Muslims and Jewish people.**	

RE (Second Unit)

RE

Unit: Why does Christmas matter to Christians?	Term: Autumn 2	Year: 2

Foundations of previous learning: Pupils have encountered Christmas and the Nativity story and can identify some Christian signs and traditions.

Understanding Christianity: Unit 1.3 – Incarnation. Big Question: Why does Christmas matter to Christians?

Unit Learning

RE Objective – Coverage	Skills	Knowledge	Vocabulary
• Make sense of belief: recognise that stories of Jesus' life come from the Gospels. • Give a clear, simple account of Jesus' birth and why Jesus is important to Christians. • Understand the impact: give examples of how Christians use the Nativity story to guide beliefs and actions. • Make connections: talk and ask questions about Christmas for Christians and non-Christians.	• Recall and sequence a story. • Identify and interpret religious symbols. • Ask and respond to questions. • Compare religious and non-religious celebrations. • Show empathy and respect. • Reflect on what is important. • Explain ideas using simple reasons.	• Christians believe Jesus is the Son of God. • Incarnation means God coming in human form / God in the flesh. • Jesus was born in Bethlehem to Mary. • The birth story is found in the Gospels, especially Matthew and Luke. • Christians celebrate Jesus' birth at Christmas. • Advent is a time of preparation and waiting for Christmas. • The Nativity can guide Christians towards generosity, worship and thankfulness.	Incarnation • Christian • Jesus Christ • Son of God • Nativity Gospel • Bible • Bethlehem Mary • Joseph • Angel • Shepherd Wise Men / Magi • Advent Wreath • Candle • Worship Celebrate • Generosity • Thankful

Key Learning Questions – Chart

Question	Model Answer
What happened at the first Christmas?	Jesus was born in Bethlehem to Mary. The Nativity story includes angels, shepherds and visitors who came to see Jesus.
Why is Jesus important to Christians?	Christians believe Jesus is the Son of God and that God came to Earth as Jesus.
What does Incarnation mean?	Incarnation means God coming to Earth as a human being.

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Where do the stories of Jesus' birth come from?	They come from the Bible, especially the Gospels of Matthew and Luke.
What is Advent?	Advent is a time of waiting, preparation and reflection before Christmas.
How can Christmas guide Christians?	It can encourage Christians to worship, be generous, help others and be thankful.

Computing (Unit 1)

Unit Information Technology in the World Beyond School	**Term: 1**	**Year: 2&3 Year B**
Foundations of previous learning: Technology around us (Y1) unit		
Unit Learning		

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Information Technology (IT) – understanding how technology is used for different purposes. • **Digital Literacy** – using technology safely, respectfully and responsibly.	**Identify** information technology used in school and beyond school. **Describe** the purpose of different IT devices. **Explain** how information technology helps people in everyday life. **Compare** different examples of information technology. **Use** appropriate computing vocabulary when discussing IT. **Demonstrate** safe and responsible use of information technology.	Know that Information Technology (IT) means computers and devices that work with computers. Know that a computer is a machine that follows a program to complete tasks. Know that IT includes devices such as interactive whiteboards, printers, scanners, barcode readers and security cameras. Know that IT is used throughout school by pupils, teachers and staff for different purposes. Know that IT is found beyond school in shops, hospitals, transport and workplaces. Know that different types of IT are used for different purposes. Know that IT can make tasks easier, quicker, safer and more accurate. Know that people should use IT safely and responsibly. Know that people make choices about when and how to use IT.	Information Technology (IT) Computer Device Digital Technology Program Screen Keyboard Mouse Touchscreen Interactive

	Assessment of Skills	Assessment of Knowledge	
	Children will be able to identify and discuss examples of information technology in different settings. Children will be able to explore and compare how different IT devices are used. Children will be able to sort and classify examples of IT based on their uses. Children will be able to describe how technology can be used to complete tasks and solve problems. Children will be able to make safe and responsible choices when using technology.	Children will be able to identify examples of information technology and explain what it is used for. Children will be able to describe how IT is used in school and the wider world. Children will be able to explain how IT helps people in everyday life and different jobs. Children will be able to explain how to use technology safely and responsibly. Children will be able to recognise that people make choices when using IT and explain why.	

Computing (Unit 2)

Unit Digital Music	**Term: 2**	**Year: 2&3 Year B**
Foundations of previous learning: Robot algorithms (Y1)		
Unit Learning		

NC Objective - Coverage	Skills	Knowledge	Vocabulary

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. • Use technology safely and respectfully.	The children will be able to explore and create rhythms and musical patterns. The children will be able to use digital tools to create a piece of music for a purpose. The children will be able to create sequences of sounds and notes to form a musical composition. The children will be able to use software tools to select, arrange and edit sounds. The children will be able to change and improve their digital music creations. The children will be able to save and share a digital music composition. The children will be able to listen to and evaluate their own and others' musical creations. The children will be able to compare creating music digitally with creating music using traditional instruments.	Children will be able to identify that music can be created using digital tools. Children will be able to recognise that digital music is made up of sounds that can be combined and arranged. Children will be able to explain that a sequence of instructions can be used to create a musical pattern. Children will be able to identify how digital tools can be used to change and edit sounds. Children will be able to describe how music can be created, recorded and shared using technology. Children will be able to explain that digital creations can be reviewed and improved.	Algorithm Sequence Program Input Output Digital Technology Software Tool Create Edit Arrange Select Record Playback Modify Save Retrieve Share Evaluate Improve Digital music Sound effects Musical sequence Sound pattern Loop

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DT

Unit Textiles: Draw String Bags	Term: 1	Year: 2&3 Year B
Foundations of previous learning: **KS 1: Puppets: How can we join two pieces of identical fabric? -** that a 3-D textiles product can be assembled from two identical fabric shapes		

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Design purposeful, functional and appealing products based on design criteria. **Develop and communicate ideas** through sketches, labels and plans. **Select and use appropriate materials, tools and techniques** to make a product. **Apply practical skills** including measuring, cutting, joining and sewing textiles. **Evaluate existing and their own products** against design criteria and suggest improvements. **Understand how materials can be combined and joined** to create functional products.	Investigate and evaluate existing textile products. Design and label a drawstring bag for a specific user. Select suitable materials and tools. Measure, cut and join fabric accurately. Use basic sewing techniques to construct a textile product. Add decorative features to enhance their design. Evaluate their finished product against design criteria and suggest improvements.	Different fabrics have different properties and are chosen for specific purposes. Textile products are designed for a user and a purpose. Fabrics can be joined using different stitching techniques. Hems and seams make textile products stronger and neater. Designers use plans and criteria to create and evaluate products. Products can be improved through testing and evaluation.	**Design & Evaluation** • Design • Product • Purpose • User • Criteria • Plan • Evaluate • Improve **Textiles & Materials** • Textile • Fabric • Material • Fibre

			• Thread • Stitch • Seam • Hem • Draw-string • Pattern • Texture **Tools & Techniques** • Measure • Mark • Cut • Pin • Sew • Join • Fold • Secure • Decorate **Material Properties** • Strong • Flexible • Durable • Suitable

			• Functional

MUSIC

Unit: Charanga – Questions and Answers	Term: 1	Year: 2

Foundations of previous learning: Pupils can keep a steady beat, copy simple rhythms, sing short phrases and use body percussion.

KS1 Focus: Listening and responding, singing, playing untuned percussion, creating simple rhythms and performing.

Unit Learning

NC Objective – Coverage	Skills	Knowledge	Vocabulary
• Perform, listen to, review and evaluate music. • Use voices expressively and creatively. • Play tuned and untuned instruments musically. • Create and select sounds in response to musical ideas.	• Keep a steady pulse. • Copy and perform short rhythms. • Listen and respond to a partner. • Improvise a musical answer. • Take turns as questioner and responder. • Perform with confidence. • Evaluate and improve.	• Timbre is the character or quality of a sound. • Percussion can be struck, shaken or scraped. • Different instruments have different timbres. • A musical question can be followed by an answering phrase. • Improvisation is creating music in the moment. • Pulse is the steady underlying beat. • Rhythm is a pattern of sounds and silences.	Timbre • Pulse • Beat • Rhythm Pattern • Question • Answer Phrase • Improvise • Perform Listen • Percussion • Instrument Dynamics • Tempo • Loud • Quiet Fast • Slow

Key Unit Questions – Teacher/Pupil Chart

Question	Model Answer
What is a pulse?	The steady beat underneath music.
What is rhythm?	A pattern of long and short sounds and silences.
What is timbre?	The special character or quality of a sound.
What is a percussion instrument?	An instrument played by striking, shaking or scraping.
What is improvisation?	Creating music in the moment.
What is a musical question?	A short musical phrase that sounds as if it needs a response.
What is a musical answer?	A phrase that responds to the musical question.
Why do we keep a steady pulse?	It helps performers stay together.

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PSHE (Unit 1)

Unit Money Matters	Term: 1	Year: 2&3 Year B
Foundations of previous learning: **Aiming high, Be Yourself, Digital Well-being, Diverse Britain, Growing Up, Health & Well Being – It's my Body**		

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
• **Understand what money is and why we need it.** • **Recognise where money comes from and how people earn it.** • **Understand that money can be used in different ways, including spending and saving.** • **Make simple choices about spending money responsibly.** • **Understand the difference between**	Pupils will develop skills to make responsible decisions about money, including identifying needs and wants, making choices, solving simple financial problems and explaining their reasoning.	Pupils will understand the purpose and value of money, where it comes from, how it can be used, and the importance of making responsible choices about spending and saving	Money Coin Note Value Price Cost Pay Spend Save Saving Buy Sell Earn Income Shop Customer Choice Need Want

things we need and things we want. • **Know how to look after money and keep it safe.** • **Develop confidence in making responsible choices as consumers.** •			Budget Plan Borrow Give Share Bank Safe Secure Expensive Cheap More Less Change Amount Total

PSHE (Unit 2)

Unit One World	**Term: 1**	**Year: 2&3 Year B**
Foundations of previous learning: **Aiming high, Be Yourself, Digital Well-being, Diverse Britain, Growing Up, Health & Well Being – It's my Body**		
Unit Learning		
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
• **Understand that people around the**	Pupils will develop skills to appreciate diversity, communicate respectfully, consider the needs of	Pupils will understand that they are part of a diverse global community, recognising similarities and	World Country

world may live in different ways but share common needs. • **Recognise similarities and differences between families, homes, schools and communities around the world.** • **Develop respect and appreciation for different cultures, traditions and ways of life.** • **Understand that we are part of a wider global community.** • **Recognise how people use natural resources and how this affects the planet.** • **Understand ways they can care for the environment and make positive choices.** • **Develop a sense of responsibility towards others and**	others and make positive choices that support their local and global community.	differences between people and places, and understanding the importance of caring for others and the environment.	☐ Continent ☐ Ocean ☐ Community ☐ Global ☐ Local ☐ Culture ☐ Tradition ☐ Language ☐ Belief ☐ Religion ☐ Family ☐ Similarity ☐ Difference ☐ Diversity ☐ Respect ☐ Equality ☐ Fairness ☐ Kindness ☐ Friendship ☐ Identity ☐ Belonging ☐ Home ☐ Environment ☐ Planet ☐ Earth ☐ Nature ☐ Resources ☐ Recycling ☐ Reuse ☐ Reduce ☐ Protect ☐ Care

the world around them. • **Understand that their actions can have an impact on people, communities and the environment.** •			Responsibility Choice Action Impact

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French

<table>
<tr><td colspan="2">Main Unit: Les Saisons (Language Angels)
Core Vocabulary: Greetings (1 lesson)
Cultural Lesson: I am learning French! (Lesson 1)</td><td>Term: Autumn</td><td>Year: 3 in 2/3 class Year B</td></tr>
<tr><td colspan="4">Phonics: Lesson 1 – French Pronunciation (CH, OU, ON, OI)
Grammar: Nouns, articles/determiners, conjunctions</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td>NC Objective - Coverage</td><td>Skills</td><td>Knowledge</td><td>Vocabulary</td></tr>
<tr><td rowspan="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 to an audience
• 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, including through using a dictionary</td><td>We will be learning to listen to French and starting to become more familiar with the different phonics/ pronunciation and letter strings/ phonemes.

We will be starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</td><td>To learn about and name the four seasons in French
To know and use vocabulary to describe events during the four seasons
To hold a conversation about a favourite season.

<u>Cultural</u>
Year 3
Understand and respect different people and places in the world
Understand that some people speak a different language to my own</td><td rowspan="2">Les saisons
Il neige
L'hiver
Les fleurs poussent
Le printemps
Les oiseaux chantent
L'été
Il y a du soleil
L'automne
Il fait chaud
En hiver
Les arbres perdent leurs feuilles
Au printemps
Quelle est ta saison préférée?
En été
Ma saison préférée est…
En automne
et</td></tr>
<tr><td>Assessment of Skills
• I can listen carefully and pronounce unfamiliar words with increasing accuracy.
• I can use familiar sounds and spellings to help me recognise and learn new language.</td><td>Assessment of Knowledge
By the end of this unit, all children should be able to:
• Recognise, recall and remember the four seasons in French.
• Recognise, recall and remember a short phrase for each season in French.
• Say which season is their favourite in French and attempt to say why using the conjunctions ‘et’ and ‘car’.</td></tr>
</table>

• write phrases from memory, and adapt these to create new sentences • describe people, places, things and actions orally and in writing	• I can remember and recall words in French • I can use conjunctions to say and write sentences.	**Cultural:** • Locate France, Paris, and a few key cities on a map. • Understand the Francophone world better.	Il fait froid car