



Medium Term Planning - Autumn 1

National Curriculum Links Learn more, know more, remember more	History and Geography	Music	SEAL (planned) Jigsaw Being me in my world. Learn the importance of considering, valuing and treating all people with dignity and respect.	Computing Learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content	Art/D.T. Learn 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.	P.E. (planned) RUGBY (York City Knights)	R.E (planned) Why do some people think life is a journey? • exploring similarities and differences between their lives and the lives of people in various communities around the world • identifying some ways in which their lives are connected with the lives of people in places across the globe.	Science *find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * construct and interpret a variety of food chains, identifying producers, predators and prey.	French Listen attentively to spoken language and show understanding by joining in and responding
Lesson 1	Intro to WW2 topic - Britain declares war on Germany		1. Hopes and Fears for the Year	Find posters to use in art	Intro into advertising posters	Rugby	What does a journey mean to us?	First thoughts on nutrition	Phonics - I'm learning French

Knowledge and Skills

Year 2
Expected: Observe or handle evidence to ask questions about the past.

Exceeding: Use evidence to ask questions and find answers to questions about the past.

Year 3/4

Expected: Use evidence to ask questions and find answers to questions about the past.

Exceeding: Use sources of evidence to deduce information about the past.

PSHE learning intention:

I can identify some of my hopes and fears for this year

Social and emotional development learning intention:

I recognise when I feel worried and know who to ask for help

Year 2
Expected: use simple databases to record information in areas across the curriculum

Exceeding: devise and construct databases using applications designed for the purpose in areas across the curriculum

Year 3/4
Expected: devise and construct databases using applications designed for the purpose in areas across the curriculum

Exceeding: select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner

Year 2
Expected: Respond to ideas and collect visual information

Exceeding: collect information, sketches and resources.

Year 3/4
Expected: collect information, sketches and resources.

Exceeding: collect information, sketches and resources and present ideas imaginatively in a sketchbook.

Year 2
Expected: • Use the terms 'opponent' and 'team-mate'.
• Develop tactics.

Exceeding: • Pass to team mates at appropriate times.
• Choose appropriate tactics to cause problems for the opposition.

Year 3/4
Expected: • Pass to team mates at appropriate times.
• Choose appropriate tactics to cause problems for the opposition.

Exceeding: • Uphold the spirit of fair play and respect in all competitive situations.
• Choose the most appropriate tactics for a game.

Emerging:
□ Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).

Expected:
□ Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).

Exceeding:
□ Explain similarities and differences between ceremonies of commitment (B3).

Year 2
Expected: investigate and describe the basic needs of animals including humans for survival.

Exceeding: Identify that animals including humans need the right types and amounts of nutrition.

Year 3/4
Expected: Identify that animals including humans need the right types and amounts of nutrition.

Exceeding: recognise the importance of diet, exercise, drugs, lifestyle on the way the human body functions

Year 2
Expected: Read out loud everyday words and phrases.

Exceeding: Read and understand the main points in short written texts.

Year 3/4
Read and understand the main points in short written texts.

Exceeding: Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.

Lesson 2	Life on the Home Front		2. Rights and Responsibilities	Display pictures on a database	Finish advertisement	Rugby		What does a journey mean to us?	Food groups	Phonics - I'm learning French
Knowledge and Skills	Year 2 Expected: Recognise that there are reasons why people in the past acted as they did.		PSHE learning intention: I understand the rights and responsibilities for being a member of my class and school	Year 2 Expected: use simple databases to record information in areas across the curriculum Exceeding: devise and construct databases using applications designed for the purpose in areas across the curriculum	Year 2 Expected: Respond to ideas and collect visual information Exceeding: collect information, sketches and resources.	Year 2 Expected: • Use the terms 'opponent' and 'team-mate'. • Develop tactics. Exceeding: • Pass to team mates at appropriate times. • Choose appropriate tactics to cause problems for the opposition.		Emerging: • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Expected: • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).	Year 2 Expected: investigate and describe the basic needs of animals including humans for survival. Exceeding: Identify that animals including humans need the right types and amounts of nutrition.	Year 2 Expected: Read and understand short written phrases. Exceeding: Use a translation dictionary or glossary to look up new words.
	Year 3/4 Expected: Describe changes that have happened in the locality of the school throughout history.		Social and emotional development learning intention: I recognise when I feel worried and know who to ask for help	Year 3/4 Expected: devise and construct databases using applications designed for the purpose in areas across the curriculum	Year 3/4 Expected: collect information, sketches and resources. Exceeding: collect information, sketches and resources and present ideas imaginatively in a sketchbook.	Year 3/4 Expected: • Pass to team mates at appropriate times. • Choose appropriate tactics to cause problems for the opposition.		Exceeding: • Explain similarities and differences between ceremonies of commitment (B3).	Year 3/4 Expected: Identify that animals including humans need the right types and amounts of nutrition. Exceeding: recognise the importance of diet, exercise, drugs, lifestyle on the way the human body functions	Year 3/4 Expected: Use a translation dictionary or glossary to look up new words. Exceeding: Show confidence in reading aloud, and in using reference materials.
	Exceeding • Identify continuity and change in the history of the locality of the school.			Exceeding: select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner		Exceeding: • Uphold the spirit of fair play and respect in all competitive situations. • Choose the most appropriate tactics for a game.				
Lesson 3	What did Barlow look like during WW2?		3. Rewards and Consequences	Find and upload to database favourite snack adverts	Creating own advertisement for favourite snack	Rugby		What is the significance of Baptism to Christians?	What chains deliver nutritionally	Phonics - I'm learning French

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p>Year 2 Expected: Describe historical events.</p> <p>Exceeding: Describe changes that have happened in the locality of the school throughout history.</p> <p>Year 3/4 Expected: Describe changes that have happened in the locality of the school throughout history.</p> <p>Exceeding · Identify continuity and change in the history of the locality of the school.</p>		<p>PSHE learning intention: I understand the rights and responsibilities for being a member of my class</p> <p>Social and emotional development learning intention: I can help to make my class a safe and fair place</p>	<p>Year 2 Expected: use simple databases to record information in areas across the curriculum</p> <p>Exceeding: devise and construct databases using applications designed for the purpose in areas across the curriculum</p> <p>Year 3/4 Expected: devise and construct databases using applications designed for the purpose in areas across the curriculum</p> <p>Exceeding: select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</p>	<p>Year 2 Expected: explore ideas and collect visual information</p> <p>Exceeding: adapt and refine ideas as they progress</p> <p>Year3/4 Expected: adapt and refine ideas as they progress</p> <p>Exceeding: develop and imaginatively extend ideas from starting point throughout the curriculum</p>	<p>Year 2 Expected: · Use the terms 'opponent' and 'team-mate'. · Develop tactics.</p> <p>Exceeding: · Pass to team mates at appropriate times. · Choose appropriate tactics to cause problems for the opposition.</p> <p>Year 3/4 Expected: · Pass to team mates at appropriate times. · Choose appropriate tactics to cause problems for the opposition.</p> <p>Exceeding: · Uphold the spirit of fair play and respect in all competitive situations. · Choose the most appropriate tactics for a game.</p>	<p>Emerging: · Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p> <p>Expected: · Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Exceeding: · Explain similarities and differences between ceremonies of commitment (B3)</p>	<p>Year 2 Expected: investigate and describe the basic needs of animals including humans for survival.</p> <p>Exceeding: Identify that animals including humans need the right types and amounts of nutrition.</p> <p>Year 3/4 Expected: Identify that animals including humans need the right types and amounts of nutrition.</p> <p>Exceeding: recognise the importance of diet, exercise, drugs, lifestyle on the way the human body functions</p>	<p>Year 2 Expected: Answer simple questions and give basic information.</p> <p>Exceeding: Take part in discussions and tasks.</p> <p>Year 3/4 Expected: Take part in discussions and tasks.</p> <p>Exceeding: Take part in conversations to seek and give information.</p>	
	<p>Lesson 4</p>			<p>4. Rewards and consequences</p>	<p>Evaluate and annotate database</p>	<p>Learning how to print</p>	<p>Rugby</p>	<p>What is the significance of Baptism to Christians?</p>	<p>Looking at crop rotation</p>	<p>Phonics - I'm learning French</p>

Knowledge and Skills	Year 2 Expected:		PSHE learning intention: I can listen to other people and contribute my own ideas about rewards and consequences	Year 2 Expected: use simple databases to record information in areas across the curriculum Exceeding: devise and construct databases using applications designed for the purpose in areas across the curriculum	Year 2 Expected: mimic print from the environment Exceeding: use layers of two of two or more colours	Year 2 Expected: • Use the terms 'opponent' and 'team-mate'. • Develop tactics. Exceeding: • Pass to team mates at appropriate times. • Choose appropriate tactics to cause problems for the opposition.		Emerging: • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Expected: • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Exceeding: • Explain similarities and differences between ceremonies of commitment. (B3)	Year 2 Expected: investigate and describe the basic needs of animals including humans for survival. Exceeding: Identify that animals including humans need the right types and amounts of nutrition. Year 3/4 Expected: Identify that animals including humans need the right types and amounts of nutrition. Exceeding: recognise the importance of diet, exercise, drugs, lifestyle on the way the human body functions	Year 2 Expected: Label items and choose appropriate words to complete short sentences. Exceeding: Express personal experiences and responses. Year 3/4 Expected: Express personal experiences and responses. Exceeding: Use dictionaries or glossaries to check words.
	Exceeding: Year 3/4 Expected: Exceeding:		Social and emotional development learning intention: I recognise when I feel worried and know who to ask for help	Year 3/4 Expected: devise and construct databases using applications designed for the purpose in areas across the curriculum Exceeding: select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner	Year3/4 Expected:use layers of two of two or more colours Exceeding: build up layers of colours	Year 3/4 Expected: • Pass to team mates at appropriate times. • Choose appropriate tactics to cause problems for the opposition. Exceeding: • Uphold the spirit of fair play and respect in all competitive situations. • Choose the most appropriate tactics for a game.				
Lesson 5			5. Our Learning Charter	Print off and create market research portfolio	Breaking down their picture to print	Rugby		How do Jewish people mark becoming an adult?	Design your own meal	Phonics - I'm learning French

Lesson 6			6. Owing our Learning Charter	Present how you found the information with review of program.	Print own poster	Rugby	How do Jewish people mark becoming an adult?	Cooking	AFL worksheet and end of unit assessments.
Knowledge and Skills	Year 2 Expected Exceeding.		PSHE learning intention: I can recognise the choices I make and understand the consequences	Year 2 Expected: use simple databases to record information in areas across the curriculum Exceeding: devise and construct databases using applications designed for the purpose in areas across the curriculum	Year 2 Expected: mimic print from the environment Exceeding: use layers of two of two or more colours	Year 2 Expected: • Use the terms 'opponent' and 'team-mate'. • Develop tactics. Exceeding: • Pass to team mates at appropriate times. • Choose appropriate tactics to cause problems for the opposition.	Emerging: • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Expected: • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).	Year 2 Expected: investigate and describe the basic needs of animals including humans for survival. Exceeding: Identify that animals including humans need the right types and amounts of nutrition.	Year 2 Expected: Understand a range of spoken phrases. Exceeding: Demonstrate a growing vocabulary.
	Year 3/4 Expected: Exceeding:		Social and emotional development learning intention: I am choosing to follow the Learning Charter	Year 3/4 Expected: devise and construct databases using applications designed for the purpose in areas across the curriculum Exceeding: select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner	Year 3/4 Expected: use layers of two of two or more colours Exceeding: build up layers of colours	Year 3/4 Expected: • Pass to team mates at appropriate times. • Choose appropriate tactics to cause problems for the opposition. Exceeding: • Uphold the spirit of fair play and respect in all competitive situations. • Choose the most appropriate tactics for a game.	Expected: • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Exceeding: • Explain similarities and differences between ceremonies of commitment (B3).	Year 3/4 Expected: Identify that animals including humans need the right types and amounts of nutrition. Exceeding: recognise the importance of diet, exercise, drugs, lifestyle on the way the human body functions	Year 3/4 Expected: Demonstrate a growing vocabulary. Exceeding: Understand the main points and opinions in spoken passages.