

Autumn Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question	Who were the Romans?		When and for how long did Romans rule for?	Who was in charge and how did they rule?	What was home life like for the Romans and how does it compare to life now?	What did the Romans wear and why?	What did the Romans eat?	How did the Romans influence our lives today?	Why were the Romans important?	Who was Boudicca?	
	Skills	I can use a wide range of sources to find out facts and present them in a variety of different ways. I can use a range of historical sources and evidence to gain a more accurate understanding of history.		I can place events on a timeline using precise dates. I can place historical events (and specific dates) in chronological order.	I can use a wide range of sources to find out facts and present them in a variety of different ways. I can use a range of historical sources and evidence to gain a more accurate understanding of history. I can use appropriate historical vocabulary to communicate my ideas/knowledge. I can use dates and historical terms to describe and explain historical events.	I can use a wide range of sources to find out facts and present them in a variety of different ways.	I can use a range of historical sources and evidence to gain a more accurate understanding of history.	I can use a wide range of sources to find out facts and present them in a variety of different ways.	I can use evidence to ask questions and find answers to questions about the past. I can use a wide range of sources to find out facts and present them in a variety of different ways.	I can use appropriate historical vocabulary to communicate my ideas and knowledge. I can use a range of different skills to communicate information about the past.		
	Knowledge	I know that according to Roman legend, Romulus was the founder of Rome. Him and his twin brother Remus were the sons of the god Mars. I know they built the city of Rome and argued about who would rule, during a fight Remus was killed and so Romulus ruled and the city named after him.		I know that the Romans ruled from 43 AD to 410 AD - Almost 4 centuries. I know and can place key events on a timeline. I know that Julius Caesar ruled Rome.	I know that Emperor Julius Caesar ruled Rome. Julius was a dictator. I know he was assassinated (stabbed) 15 March BC in Rome. I know when Julius was born.	I know Romans lived in wooden houses with thatched roofs. I know that wealthy Romans lived in villas and palaces, had servants and farm workers. I know that the father was most important member of the family. I know married sons brought their family to live with parents. I know that Roman schools not free - had to pay so poor learnt a trade instead. Give children pictures of Roman life and Modern day life. Sort in to two groups, Roman and modern day. Discuss the differences and similarities between them. Discuss how modern day life has changed from Roman times. Children to write diary entry from perspective of Roman child.	I know men wore knee-length tunic called chiton which had short sleeves or was sleeveless. I know they wore a cloak over tunic. I know that all important Romans wore a toga. I know that women wore ankle-length tunic and stola. I know that rich people had jewellery, make up and perfumes as well as slaves to dress them. I know children wore tunics.	I know they ate foods they could grow eg. vegetables. I know they used grains to make bread. I know they eat the meat from animals & birds. I know that they rough new foods from other countries (importing) eg. carrots, cucumbers, cabbages, radishes, broad beans & celery. I know Romans ate 3 meals a day. I know that Romans drank wine & water (served in jugs).	I know that Romans created things such as: Laws & legal system. Road network. Calendar. Roman Numerals (numbers). Census. Language - latin. Central heating. Aqueducts.	I know that the Romans made a lasting impact on the world today. I know they were good builders and inspired some building techniques. I know Romans created underground drainage/sewage. I know that they were some of the first people to begin importing food.		
	Activity	Map of Roman empire - colour areas		Timeline ordering activity	Research using different sources eg. books, websites, videos etc		Children to research using different methods, videos, pictures, books, websites etc. Design a Roman outfit and explain why they have made those choices.	Children to produce a menu for a Roman meal, using the information learnt about the types of foods available.	Each table will be investigating a different creation. Compare how they were in the Roman times to how they are today in modern life. Move around the tables looking at each creation. Discuss at the end, which they think is the most important and why.	Working in groups, children to present back their findings on the Romans. They must state how they have influenced the world that we live in today and which inventions/discoveries they think are the most important.		
Science	Question	What stages are in the life cycles of humans? What happens during each stage of the human life cycle?	What are the main food groups? What foods are in each food group?	What is the importance of each food group for our bodies?	What bones are part of the human skeleton? Why is the skeleton important?	Why do we have muscles? How do muscles help us to move?	Which organs belong to the main body systems (circulatory, respiratory and digestive)?	What are the functions of different parts of flowering plants? How do plants live and grow? Does this vary from plant to plant? How is water transported within plants?	What is the life cycle of flowering plants?	What are soils made from?	How can living things be grouped? What do young animals look like as adults? Can these be matched? What nutrition do animals need to survive? How and where do animals get their nutrition?	
	Skills	I can ask questions about the world around them and explain that they can be answered in different ways.	I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	I can ask questions about the world around them and explain that they can be answered in different ways.	I can ask questions about the world around them and explain that they can be answered in different ways.	I can ask questions about the world around them and explain that they can be answered in different ways.	I can gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	
	Knowledge	I know that all humans have a lifecycle, and that this generally develops from youth, to young adulthood, to adult to old age. I can order on a timeline stages of human growth. I can identify and describe the characteristics of each life stage.	I know 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. I know what types of nutrition animals need to survive, including basic food groups and how those food groups maintain good health eg muscles need protein. I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals.	I know 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. I know what types of nutrition animals need to survive, including basic food groups and how those food groups maintain good health eg muscles need protein. I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals.	I know the main parts of some of the human body systems such as different bones in the skeleton and I know their function.	I know that humans have muscles and skeletons for support and movement and protection. I know the main parts of some of the human body systems such as different bones in the skeleton and I know their function.	I know that our body has organs which help us like the lungs which help us breathe and the heart that is part of the circulatory system which transport blood around our bodies through arteries and veins.	I know that our digestive system helps us to break down food.	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. I can investigate the way in which water is transported within plants.	I know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	I know that soils are made from rocks and organic matter.	I recognise that living things can be grouped in a variety of ways. I can match young and adults of the same animals. I know what types of nutrition animals need to survive, including basic food groups. I can 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.
	Activity	Order the stages of human life newborn, toddler, young child, older child, adolescent, young adult, middle -aged adult, elderly person - describe the developmental differences for each stage. Create a life timeline to show human cycle	- Group foods into categories - proteins, fats, carbohydrates, vitamins & minerals - Plan, write and describe three different balanced meals for people - How will you make sure each person is able to eat a balanced diet despite their dietary restrictions?	- Group and classify bones according to their characteristics - Comparison tables - writing sentences about comparison	- Use a range of secondary resources to research similarities and differences make a lift the flap book explaining the digestive system (Pop up book)	- Investigate how the digestive system works by creating poo	- Plan and carry out an observation on how plants transport water - ink dye experiment	Life cycle portrait	Use magnifiers to observe the composition of different soils. Sieve to separate particles in the soil.	- Group and classify based on characteristics - leading to sorting animals into the different vertebrate and invertebrate groups. Create branching diagrams from the various animal groups. Match X-rays to the corresponding animal, explaining reasons of physiology for match		
Geography	Question	Where is Rome? What country is it in? Why is it an important city in Italy? Which other cities are located in Italy?	Where is Italy? Which continent is it in?									
	Skills	I can name the capital city of Italy and locate this on a map of Italy. I can name other cities in Italy and locate these on a map of Italy.	I can locate Italy on world maps, globes, atlases. I can name and locate all seven continents of the world and some countries located in them.									
	Knowledge	I know that Rome is the capital city of Italy. I know that Rome is located in Italy. I know that other cities such as Venice, Florence, Milan, Naples etc are also located in Italy.	I know that Rome is the capital of Italy. I know that Italy is located in Southern Europe. I know that there are 7 continents of the world and where they are located. I know at least one country located on each continent.									
	Activity	Locate Rome on a map.	Locate Italian cities, the 7 continents and cities in each of those on a map.									
Question	How do Christian people's beliefs about God, the world and others have an impact on their lives?											
Activity	What can we learn from religious stories?											

RE	Skills	I can learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.	I can make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.				I can describe and understand the link between the Bible story of creation and other theories of creation.	I can experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories.	I can discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?			
	Knowledge	I know the difference between practising Christians and their views and the cultural traditions involved.	I know how different world religions and worldviews connect and can reflect on these.				I know the Christian story of creation and other theories of creation.	I know the story of Noah and how this relates to the creation story starting again.	I know how to analyse stories and the impact of different characters. e.g. lesser characters in stories.	I know a range of ideas that answer questions in different faiths/beliefs. I know that people have different answers to the big questions because stories have changed over time. e.g. Play Chinese whispers to explain.		
	Activity	Research different Christian festivals in small groups using computers/ chromebooks write briefly about each festival. match statements to images					discuss why some people value such celebrations so highly and others not at all.	https://www.bbc.co.uk/religion/religions/christianity/bible/creationism_1.shtml retell the story using story board.	identify main recurring biblical character and how they were portrayed.	Chinese whispers game/ circle time discussion to help chn understand		
PSHE	Question	How can I help others to feel welcome?	How can I try to make our school community a better place?	Do we have a right to learn?	Should I care about other people's feelings?	How can I work well with others?	CD Y2	CD Y2	CD Y2	CD Y2	CD Y2	
	Skills	I know how to recognise my worth and identify positive things about myself and my achievements. I know how to set personal goals. I know how to use my jigsaw Journal.	I know how to face new challenges positively/make responsible choices and ask for help when I need it.	I know and understand why rules are needed and how they relate to rights and responsibilities?	I know and understand that my actions affect myself and others and I care about other people's feelings.	I know how to make responsible choices and take action.	I can accept that everyone is different	I can include others when working and playing	I know how to help if someone is being bullied	I can try and solve problems.	I can try to use kind words.	I know how to give and receive compliments.
	Knowledge	I can value myself and how to make someone else feel welcome and valued.	I can recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.	I can make others feel valued.	I can understand that my behaviour brings rewards/consequences.	I can work co-operatively in a group.	I am starting to understand that sometimes people make assumptions about boys and girls.	I am starting to understand that sometimes people make assumptions about boys and girls.	I understand that bullying is sometimes about difference	I can recognise what is right and wrong	I understand that it is OK to be different from other people and to be friends with them.	I can tell you some ways I am different from my friends.
Computing 1	Question	What is technology? How is it used to improve human life? What is the World Wide Web? How is it used?	Who was Robert E.Kahn and Vint Cerf? 'fathers of the internet' Who was Sir Tim Berners-Lee? - WWW What did these people do that was important?				How can we keep safe on the internet at school? How can we make a pledge to keep safe on the internet?	How do I stay safe using the internet?	How do I stay safe using the internet when I am researching something?	How can we help others to keep safe online? (e- safety poster)	What is a website and why is it useful?	
	Skills	I know what technology can be used for and can identify a range of technology. I know how different technology is used to help people. I know what the world wide web is. I know how to use the world wide web.	I know who Robert E.Kahn and Vint Cerf I know who Sir Tim Berners-Lee was I know the significance they have had on the technological world				To agree to the Think Before You Click pledge & E-safety	To discuss how to stay safe on the internet	I can find out information about Queen Victoria using the internet safely. I can describe the things that happen online that I must tell an adult about. I can talk about why it is important to be kind and polite online and in real life.	To describe the rules for staying safe online	I can use a website and access different areas of the website."	
	Knowledge	I can identify technology in the world. I can explain how different technology has helped people around the world. I can explain what the world wide web is and how it is used. Look at how we use technology in	I can name the significant person I can explain why they are significant I can identify what types of technology are used for I can explain the significance of this person and their place in the world. Biography of Robert E.Kahn write a diary entry from Biography of Sir Tim Berners-Lee Compare all 3 important figures.				I know the Think Before You Click pledge & E-safety	I know how to stay safe on the internet	I know how to use a search engine safely to find information	I know the rules to stay safe online	I know how to use a website and what else it might be used for	
ART	Question	Why did the Romans make pottery?	How do I make a Roman Pot?	How can I use different techniques to decorate my pot?								
	Skills	I can identify different types of Roman pottery. I can explain how Romans made their pottery. I can explain why pottery was so important to the Romans. I can make observations about Roman pottery and design my own pot.	I can identify how Romans made their pottery. I can create and combine shapes to create recognisable forms. I can mould, shape and carve clay, adding materials to provide interesting detail.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. I can mix colours effectively. I can experiment when mixing colours.								
	Knowledge	I know that Romans made and decorated pottery. I know that Romans used pottery to store food and/or liquids. I know that clay comes from the ground.	I know how to create a clay pot.	I know how to mix colours. I know how to use my paint brush to create different patterns and lines.								
Design	Question	Children to research Roman pottery as a class using books, internet etc. Children to then design their own Roman pot.	Children to create and make their own clay pots.	Children to practice mixing colours.								
	Skills			Children to practice painting different brush strokes, lines and patterns.								
	Knowledge			Children to decorate their clay pots using designs previously made.								
Design	Question	How do I say hello in French?	How do I introduce myself in French?	How do I ask people how they are?	How do I say goodbye in French?	How do I count to 10 in French?	How do I say how old I am?	How do you say basic classroom instructions in French?	How do I know my design is fit for purpose?	How do I make Roman style bread?	How is Roman bread different to modern day bread?	
	Skills								I can develop the design criteria of an appealing food product that is fit for purpose. I can discuss my design.	I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment. I can join and combine ingredients by beating, kneading and rubbing in. I can select and use a wider range of equipment to perform practical tasks accurately.	I can analyse taste, texture, smell and appearance of my foods. I can evaluate my design against my design criteria.	
	Knowledge								I know that Roman bread and modern day bread are made differently.			
Design	Activity								Create a recipe for Roman bread.	Bake Modern day bread and Roman style bread.	Taste test both breads and evaluate both recipes.	
	Question	How do I say hello in French?	How do I introduce myself in French?	How do I ask people how they are?	How do I say goodbye in French?	How do I count to 10 in French?	How do I say how old I am?	How do you say basic classroom instructions in French?	How do I say the body parts in French?	How can do I say and respond to actions in French?	How do I say colours in French?	How do I say what I am wearing in French?

MFL	Skills	I can engage in conversations, ask and answer questions in the context of greeting people.	I can engage in conversations, ask and answer questions in the context of introducing myself.	I can listen attentively to spoken language and show understanding by joining in and responding. I can engage in conversations, ask and answer questions in the context of talking about how you are.	I can listen attentively to spoken language and show understanding by joining in and responding. I can engage in conversations, ask and answer questions in the context of saying goodbye.	I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. I can appreciate stories, songs, poems and rhymes in the language in the context of routine.	I can speak in sentences using familiar vocabulary, phrases and basic language structures. I can listen attentively to spoken language and show understanding by joining in and responding in the context of talking about age.	I can listen attentively to spoken language and show understanding by joining in and responding.	I can read carefully and show understanding of words, phrases and simple writing. I can appreciate stories, songs, poems and rhymes in the language.	I can listen attentively to spoken language and show understanding by joining in and responding.	I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a dictionary. I can understand basic grammar of feminine and masculine pronoun.					
	Knowledge	I know how to greet people in different ways.	I know to exchange names in French.	To discuss how I am feeling.	To choose appropriate phrases for the situation.	I can recognise and repeat sounds and words accurately. I can use songs to support my learning.	I know how to speak in sentences.	I know how to listen and respond to instructions.	I know how to name the body parts. I know how to demonstrate my understanding with actions.	I know how to understand and respond to actions.	I know how to listen and copy the pronunciation of colour words accurately.	I know how to ask and answer what is 'there'. I recognise masculine and feminine nouns.					
MUSIC	Question	How does this song make you feel?	What does this song make you think of?	Does this song tell a story?	How old is this piece of Music?	Is the Music fast or slow?	What are the dynamic of this piece of Music?	What instruments are in this piece of Music?	What is an ensemble?	What is this story based on?	What is the mood of the Music?	What is improvisation?	What is this story based on?	What is the mood of the music?	How could you improve your performance?	How could you perform to my class peers?	
	Skills	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare similarities and differences.	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare similarities and differences.	I can identify the purpose of the Music	I can compose a rhythmic piece.	I can reflect on my composition using some specific terminology	I can perform as an ensemble using body percussion.	I can sign in time with the songs.	I can sign in time with the songs.	I can make patterns with sounds - using musical elements.	I can sign in time with the songs.	I can sign in time with the songs.	I can sign in time with the songs.	I can sign in time with the songs.	I can sign in time with the songs.
	Knowledge	I can identify a key elements through listening to the song - PRACTICAL	I will be able to show different sign language to match the words of the song PRACTICAL	I will be able to show different sign language to match the words of the song PRACTICAL	I will be able to perform to my fellow peers - PRACTICAL	I will be able to follow a rhythm grid. This will be rhythmic to the song we are performing. - PRACTICAL	I will be able to use my body to aid my performance. This will be rhythmic to the song we are performing. - PRACTICAL	I will be able to give constructive verbal feedback to others when they perform - PRACTICAL	I know how to perform with others.	I am able to recap the Musical story that we are learning.	I am able to identify the moods of the different pieces of Music that I am listening to and put the relevant movements in to my performance.	I am able to describe what improvisation is.	I am able to recap the Musical story that we are learning.	I am able to identify the moods	I know how to improve my perform	I know how to improve my perform	
PE	Question	What is dribbling?	What is turning?	What is passing?	What is tackling?	What is shooting?	What is a team?	How do I tag?	Which way do I pass?	How do I play rats and rabbits?	Can I score a try?	Can I play 1 v 1?					
	Skills	I can use my laces, instep and outstep to move with a football	I can use the drag back to turn	I can use the inside of my foot to pass.	I can attempt to take the ball off my partner without committing a foul	I can use my laces to shoot at goal	I can distinguish between my team and my opponents	I can tackle using the tag belts	I can pass a ball correctly	I can play rats and rabbits	I can score a try	I can attack and defend against a partner					
	Knowledge	I know what dribbling is and which part of my foot to use	I know what a turn looks like and why to turn during a game	I know what a short pass is and which part of my foot to use	I know what a tackle is and the risks involved (foul)	I know I need to shoot to score a goal	I know football is a team game played against another team	I know the rules of tagging (shout tag, hold in the air, place on floor)	I know I can only pass backwards / sideways	I know I need to attack (run to score) or defend (try and tag) depending on the command	I know I cannot dive when scoring a try	I know if I have the ball I need to score a try and if I don't I'm trying to tag					
	Activity	PROVIDED BY THE WPT															

Spring Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
History	Question			What was life like in Aston?	What was life like in Aston and how does it compare to today?	How does Sheffield compare now to the past?	What jobs did people have in Sheffield?	How has life as a child in Sheffield changed? Is it fair that children had to work down the mines?	Who was Anthony Ashley-Cooper, 7th Earl of Shaftesbury? and why was he important?					
	Skills	I can use evidence to ask questions and find answers to questions about the past. I can place key events on a timeline using precise dates.	I can use evidence to ask questions and find answers to questions about the past. I can place key events on a timeline using precise dates.	To locate, investigate and name local monuments and buildings. I know the history of Aston Hall. I know about the stone of remembrance. I know about the oldest building in Aston.	To locate, investigate and name local monuments and buildings. I know that Aston has been built on and now contains more housing.	To locate, investigate and name local monuments and buildings. I know the differences and similarities between Sheffield in the past and in the current day.	I can ask and answer questions about the past and begin to use evidence to back it up. I can use evidence to ask questions and find answers to questions about the past.	I can use a wider variety of different sources to find out about the past and identify the ways the past is represented and begin to present them in different ways	I can use appropriate historical vocabulary to communicate my ideas/knowledge. I can use appropriate historical vocabulary to communicate my ideas/knowledge	I can communicate about historical events and significant people from the past and begin to present them in different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways			
	Knowledge			Learn about various buildings in Aston. Use this to tell us what life used to be like in Aston. Create a timeline of changes in Aston eg. When things were built.	Make lists comparing the differences between what life used to be like in Aston and what it is like now.									
	Activity													
Science	Question	What does nocturnal and diurnal mean? Which animals are nocturnal and which are diurnal? How are nocturnal animals adapted to their environment?	How do seasons effect the length of days?	How can rocks be grouped? What are the three categories which rocks can be grouped into?	What is the process of fossil formation?	What are the planets in our solar system?	What order do they go in starting from the sun? Do plants float around in space or do they orbit something?	Why does the sun appear to move across the sky during the day? How is day and night created? Why is it daytime and nighttime in different parts of the world at the same time? Where does the sun rise and set?	How does light travel? Why do shadows take the shape of the object that is blocking the light?	Why has the earth got a magnetic south and north pole? What is special about magnetic force? What is the effect of magnetic force?				
	Skills	I can ask questions about the world around them and explain that they can be answered in different ways. I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	I can ask questions about the world around them and explain that they can be answered in different ways. I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	I can ask questions about the world around them and explain that they can be answered in different ways. I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	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	Knowledge	I know animals can be classified into nocturnal and diurnal animals. I know that nocturnal animals have particular characteristics that are adapted to being active at night time.	I know that day length changes depending on the season.	I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	I know that fossils are formed over time.	I know and can name and order the planets in our solar system. I know that the earth has a core, inner core, mantle and crust.	I know the planets orbit the Sun. I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving	I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving. I can explain how day and night is created as the Earth spins on its axis every 24 hours. I know that it is daytime in the part of the Earth facing the Sun and night-time in the part of the Earth away from the Sun. I know that the sun appears to rise in the East and set in the West. I can describe what happens during a solar eclipse and say why this happens. I know that light travels in straight lines.	I know that light travels in straight lines. I can identify that the shape of a shadow is the shape of object. I can describe and find patterns in the way that the size of shadows change. I know when light is blocked by an object it can cause a shadow.					
	Activity	Sort animals by their characteristics, referencing which are nocturnal/diurnal Group and classify based on adaptations linked to this - eyes, ear size etc.	Use sunrise and sunset data to determine when in the year daylight is longest - calculate and chart the data by month.	Observe and compare different rock forms (igneous, sedimentary and metamorphic) Test rocks for hardness etc. Apply this knowledge to identify where rocks such as sandstone, limestone, slate and granite have been used as construction materials (school building, local community, sea defences) and draw conclusions as to why they have been used (strength, ability to carve or split)	Make fossils using the plaster of paris/ play dough technique.	Create a fact file on a chosen planet.	Use a range of secondary resources to research planets and their position. Model of the solar system.	Investigate how light travels in a straight line using torches and masks, or lightboxes. Make ping pong ball models on string and use a torch to shine on the ball whilst rotating ball to show the part of ping pong ball facing the torch is in daylight etc. Observation over time - investigate what shadows are and why they are formed. Investigate how the size of shadows change throughout the day (link to knowledge about light travelling in straight lines)					Explore how a magnet had a magnet field using iron filing boxes. Use a compass to find magnet north and research why a compass points north	
Geography	Question	Where is Sheffield located? Where is Aston?	What are the features of our local area?											
	Skills	I can locate countries and capital cities of the UK on a world map, atlas or globe. I can locate the seas surrounding the United Kingdom on a world map, atlas or globe. I can devise a simple map, and use and construct basic symbols in a key	I can locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS											
	Knowledge	I know that Sheffield is located in the UK. I know that Aston is located in Rotherham. I can locate Aston and Sheffield on a map. I know that Sheffield is a city and Aston is a village.	I know and can locate local buildings such as Aston Hall, Aston Manor House, the remembrance stone, local schools etc. I can compare old aerial photographs to current photos and record the difference in land use and man made features.											
	Activity	Use varying sources to locate Sheffield and Aston on a map of the UK. Google maps, Atlases, aerial photographs, globes etc.	Use aerial photos to compare land use and locate local buildings of importance. Show differences on a map, eg. new housing etc.											
RE	Question	What is a sacred place?	Which symbols represent religions?	How are religious symbols similar and different?	What does it mean to belong to a religion?	Why and how do religions pray?	Who is important to me?	What is a moral leader?	How do leaders make a difference in our lives?	What is a wise saying?				
	Skills	I can learn from visiting a sacred place such as a church, mosque or synagogue, using digital photographs.	I can find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols.	I can find out the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees of rock.	I can discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to hly buildings, and why some people pray every day, but others not at all.	I can make lists of the different groups in which they belong and consider the ways these contribute to human happiness.	I can learn about praying in different ways. I can choose between different examples of prayers which I think are wise.	I can give a reason why something/someone is important to me.	I can hear and retell three moral stories of key leaders.	I can talk about how leaders make a difference to our lives.	I can talk about different wise sayings and what makes these wise and what difference it would make if people followed them.			
	Knowledge	I know the names of places of worship and I know which religions the buildings relate to.	I know the meanings of symbols found on the outside of places of worship. For example, I know that when I see a cross it will be a church.	I know what symbols represent in religious imagery. Eg. water symbolises different things in religions.	I know the communities people belong to and how they show that they are part of them.	I know different religious communities local to me.	I know why people pray. I know the different ways in which people pray. I know some traditional Christian and Islamic prayers and routines for prayer.	I know who is important to me and why.	I know the parable of the three brothers. I know the story of Muhammah and they Allah chose him to be his prophet. I know the philosophy of a local charity.	I know the influence adults have on my world. I know the influence other children have on my life.	I know the wise sayings from Jesus and Muhammad and from world and local leaders.			
PSHE	Question	Dreams and Goals	Dreams and Goals- My Dreams and Ambitions	Dreams and Goals- A New Challenge	Dreams and Goals- Our New Challenge	Dreams and Goals- Overcoming Obstacles	HM Y2	HM Y2	HM Y2	HM Y2	HM Y2	HM Y2		
	Skills	I can tell you about a person who has faced difficult challenges and achieved success.	I can imagine how I will feel when I achieve my dream/ ambition.	I can break down a goal into a number of steps and know how others could help me achieve it.	I can be motivated and enthusiastic about achieving our new challenge.	I can manage the feelings of frustration that may arise when obstacles occur.	I can evaluate my own learnign process and identify how it can be better next time.	I can make a healthy choice	I can eat a healthy balanced diet	I am physically active	I can keep myself and others safe	I can be a good friend and enjoy healthy friendships	I know how to keep calm and deal with difficult situations.	
	Knowledge	I know how to show respect and admire people who overcome obstacles and achieve their dreams and goals.	I know how to identify a dream/ ambition that is important to me.	I enjoy facing new learning challenges and working out the best ways for me to achieve them.	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.	I know how to recognise obstacles which might hinder my achievement and can take steps to overcome them.	I am confident in sharing my success with others and can store my feelings in my internal treasure chest.	I know what I need to do to keep my body healthy.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	I understand how medicines work in my body and how important it is to use them safely.	I can make some healthy snacks and explain why they are good for my body.	I candecide which foods to eat tobgive my body energy.		
Computing 1	Question	How do I turn on a computer?	How do I log on?	How do I log on?	How do I log on?	How do I log on?	How do I log on?	How do I log on?	How do I select a programme?	How do I add a label?	How do I reocrd a sentence?			
	Skills	I can use a log on to a computer I can use a keyboard	I can use a log on to a computer I can use a keyboard	I can use a log on to a computer I can use a keyboard	I can use a log on to a computer I can use a keyboard	I can use a log on to a computer I can use a keyboard	I can use a log on to a computer I can use a keyboard	I can use a log on to a computer I can use a keyboard	I can select the appropriate program to present my work.	I can select the appropriate program to present my work.	I can select the appropriate program to present my work.	I can select the appropriate program to present my work.	I can use the keyboard or a word bank on my device to enter text.	I can use the keyboard or a word bank on my device to enter text.
	Knowledge	I know how to turn on the computer	I know which letters to press on a keyboard to log on	I know which letters to press on a keyboard to log on	I know which letters to press on a keyboard to log on	I know how to log on independently	I know how to log on independently	I know how to log on independently	I know how to select an app and create an image	I know how to select an app and create an image	I know how to select an app and create an image	I know how to select an app and create an image	I know how to type a label	I know how to type a sentence
	Activity	To become familiar with Chrome books.	To become familiar with Chrome books.	To become familiar with Chrome books.	To become familiar with Chrome books.	To become familiar with Chrome books.	To become familiar with Chrome books.	To become familiar with Chrome books.	To look at the different apps / software that we have. Have a go drawing any image. Control	To look at the different apps / software that we have. Have a go drawing any image. Control / lines	Try to create an image of a house.	Edit the image of a house. Add flames. Choose different colours.	Following prev week try to add labels to the image. Children to become familiar with the keyboard.	Try to type a sentence from this weeks learning. Become familiar with the letters on the keyboard.

Art	Question	Who is Joe Scarborough?	How do I create lines of different thickness and size?	How can I create different tones?	How do I create a line drawing of Aston?		Who is Alberto Giacometti?	How do you create a sculpture?	How do you create a sculpture?	How do you create a sculpture using clay?	How do you create a sculpture using clay?		
	Skills	I can identify Line, pattern, texture, shape, form, space and tone in an artists work.	I can draw lines of different size and thickness. I can show pattern by adding dots and lines.	I can create different tones by applying pressure using pencil, charcoal, oil and chalk pastel.	Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel		I can identify features of sculptures.	I can design a sculpture using a combination of materials.	I can create a sculpture using a combination of materials including tin foil. I can use techniques such as rolling, cutting and moulding.	I can create and combine shapes to create recognisable forms.	I can create and combine shapes to create recognisable forms. I can mould shape and carve clay, adding materials to provide interesting detail.		
	Knowledge	I know that Joe Scarborough is a famous Sheffield based artist famous for drawing scenes of Sheffield. I know that he uses lines to create shapes and form.	I know that I can create different lines by using different pencils and materials such as pencils, pen, charcoal and pastels. I know that I can create different patterns using dots and lines.	I know how to create tone by varying pressure on paper.	I know how to draw a line drawing of Aston.		I know that Giacometti is a famous sculptor who mainly sculpted humans.	I know how to design a sculpture by looking at examples. I know how to use different materials to design a sculpture.	I know how to create a sculpture of a steel man using wire and tin foil.	I know how to create a wire template for a clay sculpture.	I know how to create a clay sculpture using wire, clay and a variety of tools to provide interesting detail.		
Design	Question												
	Skills												
	Knowledge												
MFL	Question	How do you say the numbers 1-20 in French?	How do you say the numbers 1-20 in French?	How do you say the common colours in French?	How do you say the common colours in French?	How do you say the common colours in French?	Can you ask for and give name?	Can you ask for and give name?	Can you ask for and give name?	Can you follow classroom instructions?	Can you follow classroom instructions?	Can you select the correct classroom instructions?	
	Skills	I can watch mouth of speaker	I can understand and say numbers 1-10 with correct pronunciation	I can listen and respond to simple stories, finger rhymes and songs	I can recognise and respond to sound patterns and words	I can recognise and respond to sound patterns and words	I can use the forms of address for adults – Monsieur, Madame, Mademoiselle	I can use the forms of address for adults – Monsieur, Madame, Mademoiselle	I can perform a simple communicative task	I can listen to and follow simple classroom commands	I can listen to and follow simple classroom commands	I can make french sounds and copy intonation patterns	
	Knowledge	I know how to imitate pronunciation of sounds	I know how sounds are presented in written form. PRACTICAL	I know how sounds are presented in written form. PRACTICAL	Imitate pronunciation of sounds PRACTICAL	Imitate pronunciation of sounds PRACTICAL	I can recognise different language conventions to express politeness	I can recognise different language conventions to express politeness	Recognise questions and negatives	Recognise how sounds are presented in written form PRACTICAL	Recognise how sounds are presented in written form PRACTICAL	Recognise how sounds are presented in written form PRACTICAL	
MUSIC	Question	What is a sea shanty? What is a shantyman?	What was the role of the shantyman?	How could we structure our shanty song?	What words could we link to the songs we have sung previously?	What is the beat in Music?	How could you improve your performance?	How does this song make you feel?	What does this song make you think of?	Does this song tell a story?	How old is this piece of Music?	Is the Music fast or slow?	
	Skills	I can can sing expressively using Dynamics.	I can lead a group in a small performance.	I can perform to school peers using vocal and/or physical expression.	I can identify the strong beat in different pieces of Music.	I can develop my performance through practice and feedback.	I can develop my performance through practice and feedback.	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare similarities and differences.	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare similarities and differences.	I can identify the purpose of the Music	
	Knowledge	I know what a sea shanty is. I know who a shantyman is.	I know the role of a shantyman.	I know different ways to structure our shanty song.	I am able to identify words that are associated with shanty songs.	I know how to identify the beat in Music.	I know how to improve my performance.	I can identify a Reggae style through learning the song - PRACTICAL	I will be able to show what a good singing position looks like - PRACTICAL	I will be able to show what a good breathing exercise looks like. - PRACTICAL	I will be able to perform to my fellow peers - PRACTICAL	I will be able to use percussion instruments to aid my performance. This will be rhythmical to the song we are	
PE	Question	What is a chest pass?	What is a bounce pass?	What is a shoulder pass?	How do I shoot?	What is marking?	Can I be an attacker / defender?	What is a forehand stroke?	What is a backhand stroke?	What is a volley?	What is a rally?	Can I play throw, bounce, hit, catch?	
	Skills	I can perform a chest pass with a netball	I can perform a bounce pass with a netball	I can perform a shoulder pass with the ball in one hand	I can use my shoulder pass technique to aim towards a target	I can stand near an opponent during simple passing drills	I can be an attacker with the ball and I can be a defender when I don't have the ball	I can play throw to throw using the forehand technique	I can play throw to throw using the backhand technique	I can hit a ball before it bounces	I can throw a ball towards a target	I can push a ball along the floor back and forth with my partner (rolling rallies)	I can try and combine all my skills with a partner and play a forehand shot
	Knowledge	I know I need to 'push' the ball to perform a chest pass	I know the ball needs to bounce and that I still need to 'push' the ball	I know the shoulder pass is for a longer distance (over a defender)	I know to take my time when shooting	I know if I'm marking someone it's harder for them to receive a pass	I know I can be both an attacker and a defender depending on which team has the ball	I know I play with one hand (forehand)	I know I play with two hands (backhand)	I know a volley is when you hit the ball without it bouncing	I know a serve starts a game of tennis	I know a rally is continuous	I know I throw under arm, need to let the ball bounce and have my strings facing towards my partner

