

Autumn Term		Week 1	Week 2
History	Question	When were the Tudors?	What was the Battle of Bosworth? (H
	Skills	Chronology Y2-I can place events and artefacts in date order on a timeline and use the correct historical language. Y3- I can place key events on a timeline using precise dates.	Using Questions, Sources Y2- i can ask and answer questions about the past and begin to use evidence to back it up. Y3- I can use evidence and ask questions and find answers to questions about the past. Y2- 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. Y3- I can use a wide variety of sources to find out facts and present them in a variety of different ways.
	Knowledge	I know when the Tudors lived. I can compare this to previous periods of time studied.	I can explain three key facts about a specific conflict studied.
	Activity		
Science	Question	What are the main habitats on Earth and what animals live in each habitat? What is the best habitat for and why? Why can't animals live on other planets?	What is the weather like in....? Can you name the months and seasons?
	Skills	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language
	Knowledge	I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I know animals don't live on other planets as they need air, water and food to stay alive	can observe and describe weather associated with the seasons I know the season and months. I know and can describe different types of weather

Geography	Question	Where is Rotherham? Where is Darwin?	What are the physical features in Rotherham?
	Skills	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.
	Knowledge	I know that Rotherham is in the UK. I know that Darwin is in Australia.	I know the basic physical features found in Rotherham.
RE	Question	Who and why is Easter celebrated?	Who and why is Eid celebrated?
	Skills	I can explore stories and celebrations of Easter and Eid ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.	I can explore stories and celebrations of Easter and Eid ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.
	Knowledge	I know how to retell the story of Easter and understand how and why Christians celebrate the festival of Easter.	I know the Muslim festival of Eid is celebrated at the end of Ramadan and how this is celebrated.
PSHE	Question	How can I help others to feel welcome?	How can I try to make our school community a better place?
	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.

	Knowledge	I can value myself and know 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.
Computing 1	Question	What is technology?	Who is ? Alexander Bell - telephone
	Skills	I can identify technology in the world.	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.
	Knowledge	I know what technology is.	I know who Alexander Bell is. I know that he invented the telephone.
Art	Question	How can I use pencil to create different effects? When can I use these in	
	Skills	Draw lines of different size and thickness. Show pattern and texture by using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when	
	Knowledge	I know how to draw lines of different size and thickness. I know how to create different tones by applying pressure using different materials. I know how	
Design	Question		
	Skills		
	Knowledge		
MFL	Question	How do you say the numbers 1-10 in French?	How do you say the numbers 1-10 in French?
	Skills	I can watch mouth of speaker	I can understand and say numbers 1-10 with correct pronunciation
	Knowledge	I know how to imitate pronunciation of sounds	I know how sounds are presented in written form. PRACTICAL
MUSIC	Question	What instrument best represents a.....?	What is the animal?
	Skills	I can make the sounds of an animal by changing my: tempo (speed - fast and slow) dynamics (volume - loud and quiet)	I can clap back in time, a simple rhythm clapped to me.
	Knowledge	I know how to create short sequences of sound?	copy a short rhythm and recognise simple notation
	Question	Can I move with a ball using my feet?	Can I control a ball using my feet?

PE	Skills	I can move with a ball under control using my feet only	I can stop a ball with my foot
	Knowledge	I know I only use my feet when playing football	I know I should only use my feet when stopping a ball

Week 3	Week 4	Week 5
History Enquiry)	Who was Henry VIII and how did he rule?	How did Henry VIII change religion in the UK?
Using Questions, Sources Y2- I can ask and answer questions about the past and begin to use evidence to back it up. Y3- I can use evidence and ask questions and find answers to questions about the past. Y2- 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. Y3- I can use a wide variety of sources to find out facts and present them in a variety of different ways.	Communication Y2- I can use more precise historical language. Y3- I can use appropriate historical vocabulary to communicate my ideas/ knowledge.	Vocabulary Y2- I can communicate about historical events and significant people from the past and begin to present them in different ways. Y3- I can use a range of different skills to communicate information about the past.
I can explain three key facts about a specific conflict studied.	I know who Henry VIII was. I know where and when they lived and why they were important. I can explain basic facts about their life.	I know how life has changed over time and can make comparisons and links to periods previously studied.
What do plants need to grow? Would plants be able to grow on any other planet?	Can you name some planets in our solar system? Are planets all the same size?	What happens to the sun throughout the day? Is a cloudy day the same as nighttime? What can you make a shadow with?
Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	I know that there are different planets in our solar system and name some. I know that the planets in the solar system are different sizes and are made out of different things.	I know the Sun appears to move during the day. I can say changes that occur when the Sun goes behind a cloud and recognise that these are different from changes at nightfall. I know how my body/or object can make a shadow

What are the human features in Rotherham?	What are the physical features in Darwin?	What are the human features in Darwin?
Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.
I know the basic human features found in Rotherham.	I know the basic physical features found in Darwin.	I know the basic human features found in Darwin.
How are Easter and Eid similar or different?	How do Christians celebrate the fruitfulness of the Earth?	What is charitable giving and in which religions does this happen?
I can explore stories and celebrations of Easter and Eid ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.	I can find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need).	I can find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need).
I know why these festivals are similar. I know why these festivals are different.	I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths	I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths
Do we have a right to learn?	Should I care about other people's feelings?	How can I work well with others?
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 make others feel valued.	I can understand that my behaviour brings rewards/consequences.	I can work co-operatively in a group.
What technology do we see in our local area?	How is technology used to improve human life?	What is the World Wide Web? How is it used?
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.
I know that my local area has a range of technology.	I know how technology helps people. I know how technology is used to improve human life.	I know what the World Wide Web is and how it is used.
my work?		Who was Claude Monet? What style? What sketch work did he do? What c
adding dots and lines. Show different tones by applying pressure using shading.		I can share my opinions about the work and how the work makes me feel.
create pattern and texture by adding dots and lines. I know how to show v to hatch and cross hatch when shading.		I know who Claude Monet was.
How do you say the numbers 1-10 in French?	How do you say the 11 common colours in French?	How do you say the 11 common colours in French?
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 know how sounds are presented in written form. PRACTICAL	I know how sounds are presented in written form. PRACTICAL	Imitate pronunciation of sounds PRACTICAL
What is call and response?	What is structure?	How we could improve a piece of music which is already made?
I know that call and response is a feature of African musics	I can work with my group to decide on a structure that the rhythms can be repeated in.	I can give feedback to my classmates about their performances
I know how to use my voice expressively and creatively by singing songs and speaking chants	I know how to create rhythms based on 'call and response'	I know how to add dynamics to a structure of rhythms.
Can I throw and roll a ball with a partner?	Can I take a ball from my partner?	Can I aim towards a target?

I can roll and throw a ball to my partner with control	I can take a ball off my partner when instructed to (tackling)	I can throw / roll a ball towards a specific target
I know I need to aim towards my partner when throwing and rolling	I know I should only take the ball when instructed to	I know I need to aim towards a target and think of the power I use

Week 6	Week 7	Week 8
What were the roles in Tudor society?	Were children treated fairly in Tudor society?	Where did the Tudors live?
Using Questions Y2- i can ask and answer questions about the past and begin to use evidence to back it up. Y3- I can use evidence and ask questions and find answers to questions about the past.	Using Questions Y2- i can ask and answer questions about the past and begin to use evidence to back it up. Y3- I can use evidence and ask questions and find answers to questions about the past.	Sources Y2- 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. Y3- I can use a wide variety of sources to find out facts and present them in a variety of different ways.
I know how life has changed over time and can make comparisons and links to periods previously studied.	I can explain why the treatment of children was fair or not fair in the past.	I know how homelife has changed and can link this to a specific time period. I can make links and comparisons to periods previously studied.
What makes something move? What makes things fall to the ground?	Who is an important scientist in this area and what did they help discover or know?	What can make light?
Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning
I know that it is not only ourselves that make things move by pushing or pulling. I can ask questions about what is causing movement. I know that a force called gravity causes things to fall on Earth.		know that natural light comes from the sun I can name some different sources of light.

What jobs do people do in Rotherham and Darwin?	How have humans changed Rotherham?	How have humans changed Darwin?
Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.
I know some jobs from the buildings found in each area.	I know how humans have changed Rotherham to meet their needs.	I know how humans have changed Darwin to meet their needs.
What are the similarities and differences between religions?	Who am I? Where do I belong? How are we all connected?	What is a moral story and how do th
I can notice and talk about the fact that people come from different religions.	I can express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected?	I can hear three moral stories, for example from Christians, Muslims and humanists.
I recognise that people come from different religions and know about different religions.	I know who I belong to and the groups I belong to and we are connected to together.	I know the stories of The Good samaritan and Jonah and the whale for moral stories in the Christi I know the stories of the prophet of the Ants and the crying camel and Malik Bin Dinar and the thief for moral stories in the Islamic faith I know the humanist view of morality
CD Y2	CD Y2	CD Y2
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 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
What is a website used for?	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?
I can explain what a website is and how it is used.	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.	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.
I understand what a website is.	I know how we can stay safe on the internet at school.	I know how to safe safe whilst using the internet.
of art was he best known for? do I think of his work?	Can I replicate and use the techniques learnt to replicate a piece of art by	
ork of a significant artist. I can say	Draw lines of different size and thickness. Show pattern and texture by ac Start to hatch and cross hatch when shading.	
	I know how to draw lines of different size and thickness. I know how to cr using different materials. I know how to hatch and cross hatch when sha	
Can you list the 11 common colours in French?	Can you recall the 11 common colours in French?	How do you say basic classroom instructions in French?
I can perform actions to a French song	I can recognise and respond to sound patterns and words	I can listen to and follow simple classroom commands
I know how to identify specific sounds, phonemes and words, linking sounds to meanings PRACTICAL	I know how to imitate pronunciation of sounds PRACTICAL	Recognise how sounds are presented in written form PRACTICAL
What is an ensemble?	How can we tell what different instruments sound like?	What are real sounds in music?
I can play my composition using a simple rhythm on an untuned percussion instrument	I can name the four sections or families of the orchestra: strings, woodwinds, brass and percussion	I can use musical and instrumental vocabulary to describe a piece of music
I know how to perform with others.	I know that the orchestra is a group of musicians who play instruments together	I know how to listen to and analyse a film musical version of a traditional story.
Can I complete a relay in teams using my feet?	Can I move different directions with a rugby ball?	Can I throw a rugby ball?

I can move a ball to and from an area taking it in turns using my feet	I can move in different directions holding a rugby ball	I can throw a rugby ball towards a target
I know I only use my feet to move the ball	I know how to hold a rugby ball correctly	I know I need to aim when throwing

Week 9	Week 10	Week 11
What were Tudor crimes and how were they punished?	Who was Edward I and how did he rule?	Who was Lady Jane Grey and how did she rule?
Sources Y2- 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. Y3- I can use a wide variety of sources to find out facts and present them in a variety of different ways.	Using questions Y2- i can ask and answer questions about the past and begin to use evidence to back it up. Y3- I can use evidence and ask questions and find answers to questions about the past	Communication Y2- I can use more precise historical language. Y3- I can use appropriate historical vocabulary to communicate my ideas/ knowledge.
I can explain why the punishment of crimes was fair or not fair in the past.	I know who Edward I was. I know where and when they lived and why they were important. I can explain basic facts about their life.	I know who Lady Jane Gray was. I know where and when they lived and why they were important. I can explain basic facts about their life.
What do you do to make a light work?	What can make sounds? What types of sounds do different objects make?	
Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning	Use simple equipment to measure and make observations	
know that electricity can generate light I can control man-made light (I can blow candles out and turn the lamp off)	I know that objects can create sounds. I can use instruments and my voice to create sound. I can describe that there are many different sources of sounds I can predict how loud a sound may be	

How are natural resources used in Rotherham?	How are natural resources used in Darwin?	How do Rotherham and Darwin compare?
Y3- I can describe how people use natural resources to survive.	Y3- I can describe how people use natural resources to survive.	Y2- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? Y3- I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.
I know how natural resources are used. Link to mining.	I know how Natural resources are used in Darwin.	I know how Rotherham and Darwin are similar. I know how Rotherham and Darwin are different.
Why link to religion?	How can we live together when we are all so different?	What happens when people are kind? What are the consequences of being unkind?
	I can notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?	I can ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean.
Learn about different faiths.	I know and understand how people can come from different religions. I know people from all faiths and non-faiths can live together.	I know how to ask questions about goodness. I understand what happens when people are kind and generous. I know what happens and the consequences of when people are unkind, ungrateful and mean.
CD Y2	CD Y2	CD Y2
I can try and solve problems.	I can try to use kind words.	I know how to give and receive compliments.

I can recognise what is right and wrong and know how to look after myself	.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.
How do I stay safe using the internet when I am researching something?	How can we help others to keep safe online?	How do I know what is worrying online and when should I report this to an adult?
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.	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.	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.
I know how to research safely on the internet.	I know how to keep others safe online.	I know what is negative behaviour online and who to report this to.

Can I use the techniques learnt to create my own sketch?

Adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel.

Create pattern and texture by adding dots and lines. I know how to show different tones by applying pressure using pencil, charcoal, oil and chalk pastel.

Can you follow classroom instructions?	Can you follow classroom instructions?	Can you select the correct classroom instructions
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
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
What is timbre?	What might that character sound like?	How can you follow a performance?
I can select appropriate timbres to represent characters.	I can write a script for the story of 'Jack and the Beanstalk'	I can perform confidently
I know how to select appropriate sounds to match events, characters and feelings in a story	I know how to write a play script and select appropriate musical sounds to accompany it	I know how to perform a story script with accompanying music
Can I catch a rugby ball?	Can I pass a rugby ball with a partner?	Can I retrieve a rugby ball?

I can catch a rugby ball	I can try and pass a rugby ball with a partner	I can move to the middle of a hall to collect rugby balls for my team - then progress to stealing
I know the correct technique for catching (into the basket)	I know the correct technique for passing	I know I take 1 rugby ball at a time and I cannot stop people stealing

Who was Elizabeth I and how did she rule?

Vocabular Sources Y2- I can use a wider variety of different sources to find out about the past and identi

I know wh I know who Elizabeth I was. I know where and when they lived and why they were important.

What problem? How can we help?

Y2- I can suggest ways of looking after the environment

I know how we can help prevent problems. I know how people in charge can help prevent problems.

What are the different	How do you use greetings	How do you use greetings	How do you use greetings
I can imitate pronunciation	I can participate in a	I can listen and	I can participate in a
I know how to recognise	I know how to recognise	I know how to recognise	I know how to recognise

How can you follow a performance?

I can perform confidently

I know how to perform a story script with accompanying music

What is a try?

I can move with a rugby ball and place it down to score a point (try)

I know I need to put the ball down on or after the try line