



Long Term Plan Overview - Rolling A

Roots to grow, wings to fly

Below is an overview of areas your child will experience in their learning this year. By scrolling down further you will be able to view each subject in more detail, including knowledge and skills for their year group and how that relates to the area of study.

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
English ALL	See English page for overview of learning					
Maths ALL	At Baydon we follow the White Rose scheme for Maths					
Science Yr 2/3 SWIFTS	Forces and space: Forces and magnets	Materials: States of matter	Energy: Sound and vibrations	Living things: Classification and changing habitats	Plants: Plant reproduction	Making connections: How does wind force affect seed dispersal?
Geography SWIFTS (Year 2/3)	Who Lives in Antartica?		Are all settlements the same?		What are rivers and how are they used?	
HISTORY SWIFTS (Year 2/3)	British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?		British history 2: Why did the Romans invade and settle in Britain?		British history 3: What changed in Britain after the Anglo-Saxon invasion?	
Art SWIFTS Yr2/3	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing (3)	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. (2)	Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together? (3)	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes (2)	Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms. (2)	Drawing and Making Inspired by Illustrators (additional 3)
DT SWIFTS Yr2/3	Cooking and Nutrition Adapting a recipe	Structures: Helmets	Electrical Systems Torches	Digital World: mindfulness timer	Textiles Fastenings	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
Computing Swifts Y2/3	Programming': Scratch	Video trailers – Option 2: Using iPads	Microsoft Office 365: Creating media: Website design	Programming 1: Further programming with Scratch	Computational thinking	Online Safety
Music Year 2/3 Swifts	Mountain melodies: Steps and leaps	Reading Rhythms: Patterns and Layers	Caribbean	Recorders: Enchanted forest (https://www.singup.org)	Reggae rhythms: Playing in a band	Baroque meets pop: Building harmony (Published by May 2027 - Kapow)
French Year 2/3 Swifts	French Greetings with Puppets	French adjectives with colour/size	Playground games - numbers and age	In a French classroom	Bon appetit!	Shopping for French food
PSHE Year 2/3 Swifts	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: what careers do people choose and why?	Staying Safe: What signs help me recognise what its safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
RWE Year 2/3 Swifts	UC CONCEPT: CREATION/ FALL (2a.1) Key Question: What do Christians learn from the creation story?	KAPOW (3) Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	UC CONCEPT: People of God (2a.2) Key Question: What is it like to follow God?	KAPOW (3) What happens if we do wrong? Hindu, Muslim, Humanist, Christian, Jewish	UC CONCEPT: INCARNATION (2a.3) Key Question: What is Trinity?	KAPOW (3) Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist
PE Year 2/3 Swifts	Fundamentals Football	Fitness Netball	Gymnastics Hockey	OOA Dance	Tennis Cricket	Athletics Yoga

Subjects in Greater Detail including Knowledge and Skills

Science

SCIENCE Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
UNIT	Forces and space: Forces and magnets	Materials: States of matter	Energy: Sound and vibrations	Living things: Classification and changing habitats	Plants: Plant reproduction	Making connections: How does wind force affect seed dispersal?

SCIENCE Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcomes	Identify examples of pushes, pulls and twists. Define a force, including describing, naming and classifying contact and non-contact forces. Describe the relationship between friction and the roughness of a surface. Identify examples of friction being useful or not. Predict attraction and repulsion between like and opposite poles. Identify examples of magnetic and non-magnetic materials. Name some examples of types of magnets and compare their strengths. Describe some examples of the uses of magnets. When working scientifically, pupils who are secure will be able to: Use arrows and scientific vocabulary to show the direction of a contact force. Use evidence to support conclusions. Identify the variables to change, measure and control. Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic. Label the axes of a bar chart. Draw bars on a chart accurately. Identify key information from a source. Use more than one source to research a question.	Identify solids, liquids and gases using their properties. Describe melting, freezing, condensing and evaporating. Describe the different stages of the water cycle. Describe how temperature affects the rate of evaporation and, therefore, the water cycle. When working scientifically, pupils who are secure will be able to: Ask relevant questions. Use results to draw simple conclusions. Use thermometers to take accurate measurements. Make predictions for new values. Record findings using labelled diagrams. Research using more than one source.	Describe how sounds are made. Describe how sounds are heard through different mediums. Explain the relationship between vibration strength and volume. Describe the relationship between volume and distance. Describe pitch and how to change it. Explain how insulating materials can be used to muffle sound. When working scientifically, pupils who are secure will be able to: To observe closely how different instruments create a sound. Research how whales and dolphins communicate underwater. Present results using a bar chart. Suggest which variables to measure and for how long. Design simple results tables. Identify when results or observations do not match predictions.	Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. Group plants in various ways, including flowering and non-flowering plants. Recognise and describe different habitats and their inhabitants. Recognise the impact humans can have on habitats. Recognise the impact of natural disasters on habitats. When working scientifically, pupils who are secure will be able to: Record data in different ways. Apply and create classification keys. Make careful observations. Make and use classification keys. Present information in different ways. Research using an information sheet.	Identify what plants need to grow healthily. Describe the structure and function of the parts of flowering plants. Investigate how plants transport water. Describe the life cycle of a flowering plant. Explain seed dispersal methods. When working scientifically, pupils who are secure will be able to: Pose relevant questions. Design and record in results tables. Plan a simple enquiry. Complete, read and interpret data in a bar chart. Identify and suggest changes to an enquiry. Use results to draw conclusions.	Recall key knowledge from previous units. Apply knowledge in new contexts. When working scientifically, pupils who are secure will be able to: Carry out a full scientific enquiry.
Year 2 Key Skills	Skills Posing questions Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. Planning Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable. Ordering a simple method. Predicting Suggesting what might happen, often justifying with personal experience. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) Using non-standard units to measure and compare. Beginning to use standard units and read simple scales to measure and compare. Beginning to use simple measuring equipment to make approximate measurements. Researching Gathering specific information from one simplified, specified source. Recording (diagrams) Drawing and labelling simple diagrams. Recording (tables) Using a prepared table to record results including: • Numbers. • Simple observations. • Tally frequency. Grouping and classifying Grouping based on visible characteristics. Organising questions to create a simple classification key. Graphing Representing data using pictograms and block graphs. Analysing and drawing conclusions. Using their results to answer simple questions Beginning to recognise when results or observations do not match their predictions.	Skills Posing questions Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. Planning Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable. Ordering a simple method. Predicting Suggesting what might happen, often justifying with personal experience. 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SCIENCE Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Skills	Beginning to select from options which variables will be changed, measured and controlled. Suggesting what observations to make and how long to make them for. Planning a simple method, verbally and in writing. Gathering specific information from a variety of sources. Beginning to draw more scientific diagrams by labelling with more scientific vocabulary and using arrows. Representing data using bar charts. Writing a conclusion to summarise findings using simple scientific vocabulary. Beginning to suggest how one variable may have affected another. Beginning to quote results as evidence of relationships. To explore 'Science in action' by exploring the uses of friction and magnets in everyday life and industry.	Posing questions Considering what makes a testable question. Measuring Using standard units to measure and compare. Using measuring equipment with increasing accuracy. Recording Drawing in 2D to produce simple line diagrams. Labelling diagrams with more scientific vocabulary. Researching Gathering specific information from a variety of sources. Analysing and drawing conclusions Beginning to use identified patterns to predict new values or trends. Writing a conclusion to summarise findings using simple scientific vocabulary.	Planning To suggest what observations to make and how long to make them for. Observing To observe closely how different instruments create a sound. Researching To research how cetaceans communicate underwater. Recording To present results using a bar chart. To design simple results tables. Analysing and drawing conclusions To identify when results or observations do not match predictions.	Observing Using their senses to describe, in more detail and with simple scientific vocabulary, what they notice or what has changed. Recording Recording data in Carroll and Venn diagrams. Using a prepared table to record results, including more detailed observations. Using tables with more than two columns. Grouping and classifying Grouping based on visible characteristics and measurable properties. Populating a pre-prepared branching and number key. Choosing appropriate questions for classification keys. Researching Gathering specific information from a variety of sources.	Posing questions Beginning to raise further questions during the enquiry process. Considering what makes a testable question. Beginning to recognise that there are different types of enquiry and that they are suitable for different questions. Beginning to make suggestions about how different questions could be answered. Planning Beginning to suggest what observations to make and how long to make them for. Making predictions about what they think will happen by using scientific knowledge and/or personal experience to explain their prediction. Observing Using their senses to describe, in more detail and with simple scientific vocabulary, what they notice or what has changed. Measuring Using standard units to measure and compare. Using measuring equipment with increasing accuracy. Reading scales with unmarked intervals between numbers. Recording Using a prepared table to record results including more detailed observations. Using tables with more than two columns. Identifying and adding headings to tables. Beginning to design simple results tables. Grouping and classifying Grouping based on visible characteristics and measurable properties. Graphing Reading the value of bars with greater accuracy. Analysing and drawing conclusions Writing a conclusion to summarise findings using simple scientific vocabulary. Beginning to suggest how one variable may have affected another. Beginning to quote results as evidence of relationships. Identifying data that does not fit a pattern (anomalous data). Recognising when results or observations do not match their predictions. Beginning to use identified patterns to predict new values or trends. Evaluating Beginning to identify steps in the method that need changing and suggest improvements. Beginning to identify which variables were difficult to control and suggesting how to	This unit revisits the working scientifically skills covered in Year 3/4 (B), including: Posing questions. Planning. Predicting. Observing. Measuring. Recording. Graphing. Analysing and drawing conclusions. Evaluating.
Year 2 Key Knowledge	To know that one material can be used for a range of purposes (and to give examples.) To know that different materials can be used for the same purpose (and to give examples.) To know why certain materials are unsuitable for particular objects. To know that a push or pull must be applied to change the shape of a solid object. To know that solid objects can be squashed, bent, twisted or stretched. To know that different solid objects may take a different amount of force to change shape.	o identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To know that property refers to how a material can be described. To describe the physical properties of a variety of everyday materials. To understand that materials can be grouped based on their physical properties.	To know the five main senses: sight, smell, hearing, taste and touch. To know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch.	To know that a habitat is the environment where an animal or plant lives/grows, because it provides what they need to survive. To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter). To know that living things depend upon each other (e.g. for food, shelter.) To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes. To name a variety of habitats, including woodland, ocean, rainforest and coastal. To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals. To understand how living things change, and that animals have offspring that grow into adults. To know which offspring comes from which parent animal. To know the stages in some animal life cycles. To know that animals, including humans, need water, food and air to survive. To understand the importance of exercise, a balanced diet and hygiene for humans To know that seeds and bulbs grow into seedlings by producing roots and shoots. To know that seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers. To know that seeds need water and warmth to germinate. To know that plants need water, light and a suitable temperature for growth and health. To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). To know the five main senses: sight, smell, hearing, taste and touch. To know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch.	o know a variety of common plants, and how they differ. To know that deciduous trees lose their leaves seasonally, but evergreen trees do not. To know the basic structure (including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. To begin to understand how plants grow and change over time. To know the name and order of the four seasons; spring, summer, autumn and winter. To know that it is unsafe to look directly at the Sun.	o know a variety of common plants, and how they differ. To know that deciduous trees lose their leaves seasonally, but evergreen trees do not. To know the basic structure (including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. To begin to understand how plants grow and change over time. To know the name and order of the four seasons; spring, summer, autumn and winter. To know that it is unsafe to look directly at the Sun.

SCIENCE Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Knowledge	Examples of contact and non-contact forces. Some forces are a result of contact between two surfaces but some forces can act at a distance (e.g. magnetism). Magnets have a north and south pole. Some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other. Some different examples of magnets, including bar, horseshoe, button and ring. Some uses of magnets. Friction is a contact force that acts between two surfaces to slow an object down. Magnetism is a non-contact force that affects objects containing magnetic metal. That the opposite poles of a magnet attract one another and like poles repel one another. That rougher surfaces have more friction between them than smoother surfaces. The strength of different magnets may vary.	All substances around us can exist as solids, liquids and gases. A property of a solid is that it keeps its shape unless a force is applied to it. A property of a liquid is that it can flow freely and take on the shape of a container. A property of a gas is that it does not have a fixed shape and can escape from an unsealed container. Heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating). Cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing). Water can exist as a solid, a liquid or a gas. The melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius. Water flows around the world in a continuous process called the water cycle. In the water cycle, evaporation is when bodies of water are heated and turn into water vapour. In the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation. The rate of evaporation increases as the temperature rises.	Sound is a result of vibrations. Vibrations from sounds travel through mediums to the ear. An insulating material reduces the amount of vibrations that pass through it and can be used to protect the ears from damaging sounds. Different materials provide different amounts of insulation against sound. A variety of ways to change the pitch or volume of a sound. Quicker vibrations cause higher-pitched sounds and slower vibrations cause lower-pitched sounds. Stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds. Sounds get fainter as the distance from the sound source increases.	Living things can be grouped in different ways. A classification key can be used to group and identify plants and animals. Vertebrates are animals that have a backbone and invertebrates are animals that do not have a backbone. Plants can be grouped into flowering or non-flowering varieties. Flowering plants include grasses and non-flowering plants include ferns and mosses. There are five main vertebrate groups: birds, mammals, reptiles, amphibians and fish. Invertebrate groups include snails, slugs, worms, spiders and insects. Habitats can change throughout the year, which can be dangerous for living things. Humans can have both a positive and negative impact on the environment.	The functions of the basic parts of a plant and the relationship between structure and function. Water is transported within a plant from the root, through the stem and to the leaves. Plants need water, light, air, nutrients and a suitable temperature for growth and health. The needs for growth and health vary from plant to plant. The life cycle of a plant from seed to mature plant. Flowers are the reproductive organs of a plant. Pollination is the transfer of pollen to the female (part of the) flower. The process of seed formation is the growth of a seed after pollination. Different methods of seed dispersal and their benefits.	This unit revises the following key knowledge from the previous Year 3/4 (B) units: Forces and magnets To know: Examples of contact and non-contact forces. Some forces are a result of contact between two surfaces, but some forces can act at a distance (e.g. magnetism). Friction is a contact force that acts between two surfaces to slow an object down. States of matter To know: All substances around us can exist as solids, liquids and gases A property of a solid is that it keeps its shape unless a force is applied to it. A property of a liquid can flow freely and take on the shape of a container. A property of a gas does not have a fixed shape and can escape from an unsealed container. Sound and vibrations To know: Sound is a result of vibrations. Vibrations from sounds travel through mediums to the ear. A variety of ways to change the pitch or volume of a sound. Stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds. Classification and changing habitats To know: Living things can be grouped in different ways. Plants can be grouped into flowering or non-flowering varieties. Flowering plants include grasses and non-flowering plants include ferns and mosses. Plant reproduction To know: The functions of the basic parts of a plant and the relationship between structure and function. Plants need water, light, air, nutrients/fertiliser and a suitable temperature for growth and health. The life cycle of a plant from seed to mature plant. Flowers are the reproductive organs of a plant. The process of seed formation is the growth of a seed after pollination/ fertilisation. Some different methods of seed dispersal and the benefits of each.
Year 2 & 3 Key Vocabulary	attract contact force electromagnet force friction magnet magnetic material magnetism non-contact force non-magnetic material north pole repel south pole	drought evaporating evaporation rate flood force freezing freezing point gas gaseous liquid matter melting melting point precipitation rate solid state steam temperature thermometer the water cycle volume water vapour	air bar chart (Y3) eardrum insulator observe (Y1) pitch plan (Y1) predict (Y2) proof record (Y3) research (Y2) results table (Y3) sound trustworthy (Y3) vibration volume	amphibian (Y1) bird (Y1) classification key classify conservation deforestation endangered fish (Y1) flowering plants (Y3) group habitat (Y2) insect invertebrate (Y3) mammal (Y1) nature reserve non-flowering plants observe (Y1) pollution reptile (Y1) research (Y2) slug snail spider vertebrate (Y3) worm	bar chart conclusion female flowering plant male pattern (KS1) pollen pollination predict (KS1) record reproduction results table seed dispersal transport variable	bar chart conclusion conservation control variable deforestation fair flowering plant force friction investigation measure (KS1) method pattern (KS1) pollution predict (KS1) proof record results table seed (KS1) seed dispersal sound trustworthy variable vibration volume

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER	
Area of Learning	Who Lives in Antartica?		Are all settlements the same?		What are rivers and how are they used?	
Unit Outcomes	- Describe lines of latitude and longitude, giving an example. - Understand that the Northern and Southern Hemispheres have seasons at different times. - Define climate zones, giving an example. - Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. - Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. - Describe the equipment and clothing researchers use in Antarctica. - State the outcome of Shackleton's expedition. - Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. - Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. - Describe a similarity and a difference between life in the UK and life in Antarctica. - Draw a map of the route taken on an expedition. - State one thing that went well on the expedition and one aspect that did not go as hoped..		- Locate some cities in the UK. - Describe the difference between villages, towns and cities. - Identify features on an OS map using the legend. - Describe the different types of land use. - Follow a route on an OS map. - Discuss reasons for the location of human and physical features. - Locate some geographical regions in the UK. - Identify and begin to offer explanations about changes to features in the local area. - Describe the location of New Delhi. - Identify some human and physical features in New Delhi. - State some similarities and differences between land use and features in New Delhi and the local area.		- Identify water stores and processes in the water cycle. - Describe the three courses of a river. - Name the physical features of a river. - Name some major rivers and their location. - Describe different ways a river is used. - List some of the problems around rivers. - Describe human and physical features around a river. - Identify the location of a river on an OS map. - Make a judgement on the environmental quality in a river environment. - Make suggestions on how a river environment could be improved.	
Year 2 Key Skills	- Locating all the world's seven continents on a world map. - Locating the world's five oceans on a world map. - Showing on a map •Describing what physical features may occur in a hot place in comparison to a cold place - Confidently using the vocabulary 'season' and 'weather'. - Recognising and describing some physical features of a location using subject-specific vocabulary. - Recognising and describing some human features of a location using subject-specific vocabulary. - Locating some hot and cold areas of the world on a world map Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a world map, globe and atlas to locate the world's five oceans. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Adding labels to sketch maps. - Recognising why maps need a title. - Using an atlas to locate the four capital cities of the UK - Using a world map, globe and atlas to locate all the world's seven continents on a world map. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Using locational language and the compass points (N, S, E, W) to describe the route on a map - Using a map to follow a prepared route. - Recognising landmarks on aerial photographs and plan perspectives. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Drawing a map and using class agreed symbols to make a simple key.		- Locating the four countries of the United Kingdom (UK) on a map of this area. - Showing on a map which country they live in and locating its capital city. - Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas and oceans of the UK on a map of this area . - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Describing and understanding the differences between a city, town and village. - Recognising and describing some physical features of a location using subject-specific vocabulary. - Recognising and describing some human features of a location using subject-specific vocabulary. - Recognising landmarks on aerial photographs and plan perspectives. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Drawing a map and using class agreed symbols to make a simple key. - Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. - Finding a given OS symbol on a map with support. - Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). - Using an aerial photograph to draw a simple sketch map using basic symbols for a key. - Recognising there are different ways to answer a question. - Discussing the features they see in the area surrounding their school when on a walk. - Asking and answering simple questions about human and physical features of the area surrounding their school grounds. - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question - Classifying the features they notice into human and physical with teacher support. - Taking digital photographs of geographical features in the locality. - Making digital audio recordings when interviewing someone. - Presenting data in simple tally charts or pictograms and commenting on what the data shows. - Asking and answering simple questions about data.		- Locating the surrounding seas and oceans of the UK on a map of this area •Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. •Describing what physical features may occur in a hot place in comparison to a cold place. - Describing the daily weather patterns in their locality. - Confidently using the vocabulary 'season' and 'weather'. - Recognising and describing some physical features of a location using subject-specific vocabulary. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map Using a map to follow a prepared route. Recognising landmarks on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality.	

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER	
Year 3 Key Skills	- Locating some countries in Europe and North and South America using maps. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Describing and beginning to explain differences between two regions studied. - Identifying the position and significance of both the Arctic and Antarctic Circle. - Describing and beginning to explain similarities between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Explaining what measures humans have taken in order to adapt to survive in cold places. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Using the scale bar on a map to estimate distances. - Finding countries and features of countries in an atlas using the contents and index. - Zooming in and out of a digital map. - Accurately using four-figure grid references to locate features on a map in regions studied. Beginning to locate features using the eight points of a compass. - Making and using a simple route on a map. - Observing, recording, and naming geographical features in their local environments.		- Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Describing how a locality has changed over time, giving examples of both physical and human features. - Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Using the scale bar on a map to estimate distances. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map. - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Saying which directions are N, S, E, W on an OS map. - Making and using a simple route on a map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Taking digital photos and labelling or captioning them. - Finding answers to geographical questions through data collection.		- Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating the world’s most significant mountain ranges on a map and identifying any patterns. - Locating some of the world’s most significant rivers and identifying any patterns. - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Describing how and why humans have responded in different ways to their local environments. - Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map. - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using 4-figure grid references to locate features on a map in regions studied. - Beginning to locate features using the 8 points of a compass. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Saying which directions are N, S, E, W on an OS map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/ captions) when communicating geographical information. - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection.	

Geography SWIFTS YEAR 2 & 3	AUTUMN	SPRING	SUMMER
Year 2 Key Knowledge	- To be able to name the seven continents of the world. - To know that a continent is a group of countries. - To know that they live in the continent of Europe. - To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. - To be able to name the five oceans of the world. - To know that life elsewhere in the world is often different to theirs. - To know that life elsewhere in the world often has similarities to theirs. - To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	- To know that the UK is short for 'United Kingdom'. - To know that a country is a land or nation with its own government. - To know that the United Kingdom is made up of four countries and their names. - To know the name of the country they live in. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To name some characteristics of the four capital cities of the UK. - To know the four capital cities of the UK. - To know that a capital city is the city where a country's government is located. - To know that human features means any feature of an area that was made or built by humans. - To know that human features change over time. - To know some key human features of the UK. - To know that an aerial photograph is a photograph taken from the air above. - To know that atlases give information about the world and that a map tells us information about a place. - To know that a map is a picture of a place, usually drawn from above. - To know that symbols are often used on maps to represent features. - To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). - To know what a sketch map is. - To know that a compass is an instrument we can use to find which direction is north. - To know which direction is N, S, E, W on a map. - To know that a globe is a spherical model of the Earth. - To begin to recognise world maps as a flattened globe.	- To know that the UK is short for 'United Kingdom'. - To know that a country is a land or nation with its own government. - To know that the United Kingdom is made up of four countries and their names. - To know the name of the country they live in. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To name some characteristics of the four capital cities of the UK. - To know the four capital cities of the UK. - To know that a capital city is the city where a country's government is located. - o know the four seasons of the UK. - To know that 'weather' refers to the conditions outside at a particular time. - To know that different parts of the UK often experience different weather. - To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. - To know that weather conditions can be measured and recorded. - To know that physical features means any feature of an area that is on the Earth naturally. - To know that coasts (and other physical features) change over time. - To know some key physical features of the UK. - To know that a sea is a body of water that is smaller than an ocean. - To know that a compass is an instrument we can use to find which direction is north. - To know which direction is N, S, E, W on a map. - To know that a globe is a spherical model of the Earth. - To begin to recognise world maps as a flattened globe. - To know that maps need a title and purposes - To know that maps need a key to explain what the symbols and colours represent. - To know that a tally chart is a way of collecting data quickly - To know that a pictogram is a chart that uses pictures to show data.
Year 3 Key Knowledge	- To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). - To know the world's biomes. - To know the main types of land use. - To know that countries near the Equator have less seasonal change than those near the poles. - To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. - To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. - To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. - To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. - To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. - To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. - To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. - To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. - To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. - To know the world's different climate zones. - To know water is used by humans in a variety of ways. - To know that a natural resource is something that people can use which comes from the natural environment. - To understand that a scale shows how much smaller a map is compared to real life. - To recognise world maps as a flattened globe. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west and south-west. - To know that an annotated drawing or sketch map is hand-drawn and gives a rough idea of the features of an area without having to be completely accurate.	- To know the names of some of the world's most significant rivers. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement. - To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. - To know a rural place is somewhere near the countryside. - To know that a natural resource is something that people can use which comes from the natural environment. - To know the UK grows food locally and imports food from other countries. - To understand that a scale shows how much smaller a map is compared to real life. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. - To know that an OS map shows human and physical features as symbols. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.	- To know where North and South America are on a world map. - To know the names of some of the world's most significant mountain ranges. - To know the names of some of the world's most significant rivers. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement. - To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know the courses and key features of a river. - To know the different types of mountains and volcanoes and how they are formed. - To know water is used by humans in a variety of ways. - To know an urban place is somewhere near a town or city. - To know a rural place is somewhere near the countryside. - To know that a natural resource is something that people can use which comes from the natural environment. - To know the UK grows food locally and imports food from other countries. - To understand that a scale shows how much smaller a map is compared to real life. - To recognise world maps as a flattened globe. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. - To know that an OS map shows human and physical features as symbols. - To know that grid references help us locate a particular square on a map. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER	
Year 2 Key Vocabulary	- place - continent - country - ocation - map - globe - atlas - symbol - key - sketch map - scale		England Northern Ireland Scotland Wales United Kingdom London Edinburgh Cardiff Belfast capital city tourist desert harbour skyscraper metro transport village town city lake river ocean sea weather season climate Urban Rural thermometer temperature weather vane sample tally chart pictogram bar chart data collection		hill pond lake river beach forest mountain sea ocean aerial view aerial photograph distance location map globe atlas symbol key sketch map scale OS map survey questionnaire compass rain gauge	
Year 3 Key Vocabulary	- climate - climate zone - compass points - direction - drifting ice - hemisphere - ice sheet - ice shelf - iceberg - lines of latitude - lines of longitude - treaty		- agricultural land - capital city - commercial land - compare - country border - county - dispersed - facilities - land use - legend - linear - local - memorial - metro - monument - nucleated - place of worship - recreational land - region - residential land - settlement - transportation		- condensation - delta - estuary - evaporation - flooding - floodplain - groundwater - irrigation - leisure - meander - oxbow lake - percolation - precipitation - river mouth - source - transpiration - tributary - valley - water cycle - waterfall	

History

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Area of Learning	British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?		British history 2: Why did the Romans invade and settle in Britain?		British history 3: What changed in Britain after the Anglo-Saxon invasion?	
Unit Outcomes	- Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence. - Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.		- Explain what was important to people in Ancient Rome. - Explain the meaning of the words 'empire', 'invasion' and 'settlement'. - Analyse the different reasons for the Roman invasion of Britain. - Explain how the Celts responded to the Roman invasion. - Explain how the Roman army's structure, discipline and equipment made it so successful. - Use artefacts to make deductions about the lives of Roman soldiers in Britain. - Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.		- Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066.	
Year 2 Key Skills	Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing.		Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing.		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Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing.	

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 3 Key Skills	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/century. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. Identifying the links between different societies. - Identifying reasons for historical events, situations and changes. - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary and secondary sources. - Interpreting evidence in different ways.		- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. Identifying the links between different societies. - Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Recalling some important people and events. - Identifying who is important in historical sources and accounts. - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Asking questions about the bias of historical evidence. - Using a range of sources to construct knowledge of the past. - Defining the terms ‘source’ and ‘evidence’. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. - Identifying the bias of a source. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question “How do we know?” - Reaching conclusions that are substantiated by historical evidence. - Communicating knowledge and understanding through discussion, debates, drama, art and writing. - Constructing answers using evidence to substantiate findings. - Identifying weaknesses in historical accounts and arguments. - Creating a structured response or narrative to answer a historical enquiry.		- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Identifying the links between different societies. - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. Recalling some important people and events. - Identifying who is important in historical sources and accounts. - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying and giving reasons for different ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Asking questions about the bias of historical evidence. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary and secondary sources. - Identifying the bias of a source. - Comparing and contrasting different historical sources. - Understanding that there are different ways to interpret evidence. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question “How do we know?”	

History SWIFTS (2/3)	AUTUMN	SPRING	SUMMER
Year 2 Key Knowledge	Posing historical questions - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source. Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing. Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact.	Posing historical questions - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source. Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing. Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source. - Beginning to recognise how long each event lasted. - Knowing where people/events studied fit into a chronological framework. - To know the legacy and contribution of the inventions. - To be aware of the achievements of significant individuals.	Posing historical questions - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source. Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing. Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source. - Beginning to recognise how long each event lasted. - Knowing where people/events studied fit into a chronological framework.

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 3 Key Knowledge	- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means ‘before Christ’ and is the term used to date the years before Jesus was born - To know that Anno Domini (AD) is Latin for ‘in the Year of the Lord,’ and is the term used to date the years after Jesus was born. - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials. - To know that change can be brought about by advancements in trade. - To know that significant archaeological findings are those which change how we see the past. - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence. - To understand the development of groups, kingdom and monarchy in Britain. - To understand that there are varied reasons for coming to Britain. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that communities traded with each other and over the English Channel in the Prehistoric Period.		- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.’ - To know that AD is Latin for ‘in the Year of the Lord,’ and is the term used to date the years after Jesus was born - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that change can be brought about by advancements in materials. - To know that the actions of people can be the cause of change - To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. - To understand the expansion of empires and how they were controlled across a large empire. To understand some reasons why empires fall/ collapse. - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To understand how invaders and settlers influence the culture of the existing population. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that trade began as the exchange of goods. - To understand that the Roman invasion led to a great increase in British trade with the outside world. - To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society. - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To be able to identify achievements and inventions that still influence our lives today from Roman times.		- To know that significant archaeological findings are those which change how we see the past. - To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. - To know that we can make inferences and deductions using images from the past. - To understand the development of groups, kingdom and monarchy in Britain. - To know who became the first ruler of the whole of England. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that there are different reasons for migration. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To know that settlements changed over time. - To understand how invaders and settlers influence the culture of the existing population. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To know how Christianity spread. - To compare the beliefs in different cultures, times and groups. - To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	
Year 2 Vocabulary	(beyond) living memory - history - lifetime - period - Historian - prehistory		Power (monarchy, government and Empire) - power - ruler - inventor (beyond) living memory - history - lifetime - period		Power (monarchy, government and Empire) - power - ruler (beyond) living memory - history - lifetime - period	

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 3 Key Vocabulary	- AD (Anno Domini) - age - barter - BC (Before Christ) - date - evidence - export - historian - import - prehistory - primary source - reconstruction - secondary source - settlement - trade		- archaeology - border - chronology - civilisation - conquer - emperor - empire - expand - government - hygiene - impact - invasion - leisure - myth - primary source - secondary source - sequence - settlement		- cause - change - consequence - continuity - convert - deduction - evidence - invasion - kingdom - missionary - monastery - primary source - secondary source - settlement	

Art

Art Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
UNIT	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing (3)	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. (2)	Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together? (3)	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes (2)	Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms. (2)	Drawing and Making Inspired by Illustrators (additional 3)
Key concepts	That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.	When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own.	That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.	That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.	That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world.	That Illustrators use line, colour and shape to create drawings which bring stories to life. That we can use other people's artwork as a creative stimulus, and use lots of different media (paper, pen, paint, modelling materials and fabric) to work towards our own artwork. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.

Art Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Key Knowledge & Skills	Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes. Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings. Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Laura Carlin, Shaun Tan	Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line. Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2. Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique. Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Xgaoc'o Xare	Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials. Pupils will explore their favourite foods through sculpture. Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation. Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form. Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras. Claes Oldenberg, Lucia Hierro, Nicole Dyer	Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation. Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks. Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them. Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on. Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Chris Kenny	Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing. Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session. Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Art Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Key Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect,	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,

Design and Technology

DT SWIFTS YEAR 2 & 3 Units	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Cooking and Nutrition Adapting a recipe	Structures: Helmets	Electrical systems: Exploring electrical products	Digital world: Mindful moments timer	Textiles Fastenings	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects

DT SWIFTS YEAR 2 & 3 Units	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcomes	Describe features of biscuits using taste, texture and appearance. Explain why some biscuits might be made for children, adults or special occasions. Remember and follow simple rules for working in a safe and clean way. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients to fit a design or budget. Measure and mix ingredients properly. Contribute to a discussion about criteria for evaluation	Describe what a shell structure is and describe what makes an effective helmet. Design a helmet for a specific user by choosing appropriate features. Explain layering techniques used to strengthen a helmet. Use layering techniques to make a helmet and reflect on the process. Evaluate the strengthening required in the helmet and justify appropriate strengthening techniques. Follow a design plan and use appropriate techniques to strengthen and stiffen the helmet. Communicate with peers when making improvements. Analyse helmets' strengths and weaknesses and evaluate how they work for their purpose.	Identify everyday products that use electrical components and name the components. Make and test toggle and push switches in electrical circuits. Explain why switches are useful in electrical products. Compare a toggle switch and a push switch. Research a design problem by asking questions and conducting a survey. Describe a target audience as a group of people that a product is designed for and identify the target audience for a new product. Identify what a cross-sectional diagram is and why it is useful. Draw a cross-sectional diagram with labels that shows the inside of a product.	State and/or describe the advantages and disadvantages of existing products (timers). Understand how virtual micro:bit features could be used as part of a design idea. Use research to inform design criteria. Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes. Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. State key functions in the program editor (e.g. loops). Evaluate the immediate appeal of the virtual micro:bit timer and how it might function. Express which stages of the project they enjoyed or found more challenging. Explain the need for a company to stand out against competition and/or state the importance of logos in business. Recall and describe the name and use of key tools used in Sketchpad (CAD) software. Fulfil the design requirements of the logo. Evaluate the product using feedback from the user.	Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.	
Year 2 Key Skills	Understanding where fruits and vegetables come from. Selecting foods to create a balanced recipe. Selecting foods based on their food group. Key skills by unit Chopping fruit and vegetables safely to make a smoothie. Juicing fruits safely to make a smoothie. Describing appearance, smell and taste. Chopping foods safely to make a wrap. Grating foods. Snipping smaller foods instead of cutting.	Recognising that different structures are used for different purposes. Exploring the features of structures. Describing structures as buildings or freestanding structures. Key skills by unit Making stable structures from card. Creating supporting structures to aid stability. Using stable objects, such as cylinders, to create structures. Building a strong and stiff structure by folding paper. Folding to strengthen or stiffen. Comparing the stability of different shapes. Identifying the weakest part of a structure.	Identifying needs and problems Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Developing for a user Considering who they are designing for - identifying the user. Stating what they intend to make and why - identifying the purpose. Using a simple design brief that outlines the intended use, target user and key features of the product, to create simple design criteria. Generating ideas Talking about ideas, with purpose and user in mind. Talking about existing products when generating ideas. Creating ideas with design criteria in mind. Referring to specific parts of existing products when generating ideas.	Identifying needs and problems Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Developing for a user Considering who they are designing for - identifying the user. Stating what they intend to make and why - identifying the purpose. Using a simple design brief that outlines the intended use, target user and key features of the product, to create simple design criteria. Generating ideas Talking about ideas, with purpose and user in mind. Talking about existing products when generating ideas. Creating ideas with design criteria in mind. Referring to specific parts of existing products when generating ideas.	Discussing fabric properties. Threading large needles. Rehearsing sewing techniques with large needles and thick thread like wool. Sewing a running stitch in large-weave embroidery fabric or hessian. Beginning to sew stitches into a fabric. Key skills by unit Creating patterns and following them with stitching. Spacing stitches evenly. Pinning fabric to a template. Selecting fabric for sewing. Sewing a running stitch, with evenly spaced, neat, even stitches to join fabric. Marking and measuring: Measuring, marking and spacing materials accurately using simple tools and by identifying midpoints. Marking and measuring: Measuring, marking and spacing lines of a given length using simple tools. Cutting: Cutting straight and spaced lines, larger shapes and simple holes safely and with control. Cutting: Cutting a range of materials with improving control by adjusting grip and positioning the material carefully. Joining: Joining materials using glue, tape or simple stitching. Joining: Joining materials by aligning edges carefully and applying glue or stitches neatly and evenly.	

DT SWIFTS YEAR 2 & 3 Units	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Skills	Design Designing a biscuit within a given budget. Conducting market research. Make Following a baking recipe. Understanding safety and hygiene rules. Adapting a recipe. Evaluate Evaluating an adapted recipe. Evaluating and comparing a range of products. Suggesting modifications.	Design Noticing simple problems or needs in their everyday life. Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Taking part in structured idea-generation sessions. Coming up with more ideas and considering the feasibility of their ideas in the classroom. Beginning to use 2D CAD software to communicate their ideas. Developing drawing and sketching skills with a focus on clarity and simplicity. Developing designs by adding detail and justifications about materials, tools, methods. Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas. (eg. sketches, cross-sectional diagram, thumbnail sketches and exploded diagrams) Creating prototypes using materials with similar properties to their final design. Make Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK). Selecting materials, components or ingredients based on their form as well as their functional properties. Explaining their choices with regard to function and form. Suggesting simple safety rules based on their understanding of tool dangers. Participating in discussions about classroom safety procedures. Following detailed safety instructions. Using a ruler as a measuring tool with increasing accuracy. Cutting out more complex shapes accurately. Handle different sizes and types of scissors with confidence. Creating accurate shapes from templates. Choosing shapes to suit the function of a product. Painting or colouring precisely to improve the finish. Making facades from a range of materials. Creating different textural effects with a variety of materials.. Evaluate Investigating and analysing a range of existing products by looking at their functionality and appeal. Analysing why specific products, designers or inventors are successful. Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements. Evaluating how effective their chosen materials and tools were in fulfilling the design brief. Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Reflecting on feedback to decide if and how it could be used to improve future iterations. Technical knowledge Beginning to understand how different structures are built. To stiffen structures by layering. To strengthen structures by layering materials (lamination). To strengthen structures by ribbing.	Design Noticing simple problems or needs in their everyday life. Using empathy and conducting simple surveys to recognise the needs of others. Coming up with more ideas and considering the feasibility of their ideas in the classroom. Developing drawing and sketching skills with a focus on clarity and simplicity. Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas. (eg. sketches, cross-sectional diagram, thumbnail sketches and exploded diagrams) Make Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK). Explaining their choices with regard to function and form. Following detailed safety instructions. Evaluate Investigating and analysing a range of existing products by looking at their functionality and appeal. Analysing why specific products, designers or inventors are successful. Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Technical Recognising and exploring everyday electrical products. Identifying some electrical components. Using batteries and other electrical components safely. Creating a working electrical circuit. Incorporating switches into circuits.	Writing design criteria for a programmed timer (micro:bit). Exploring different mindfulness strategies. Applying the results of research to further inform my design criteria. Developing a prototype case for a mindful moment timer. Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo. Following a list of design requirements. Creating a 3D using modelling materials. Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press. Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages. Evaluating a program against points on a design criteria and amending them to include any changes made. Documenting and evaluating a project. Understanding what a logo is and why they are important in the world of design and business. Testing a program for bugs (errors in the code). Finding and fixing bugs (debug) in code. Using an exhibition to gather feedback. Gathering feedback from the user to make suggested improvements to a product.	Writing design criteria for a product, articulating decisions made. Designing a personalised book sleeve. Making and testing a paper template with accuracy and in keeping with the design criteria. Measuring, marking and cutting fabric using a paper template. Selecting a stitch style to join fabric. Sewing neatly using small regular stitches. Incorporating a fastening to a design. Testing and evaluating an end product against the original design criteria.	

DT SWIFTS YEAR 2 & 3 Units	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 2 Key Knowledge	To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables are any edible part of a plant (e.g. potatoes are roots, lettuce is leaves, cucumber is a fruit). To know that 'diet' means the food and drink that a person or animal usually eats. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To know that a balanced diet is eating foods from different food groups. Key knowledge by unit To know that a fruit has seeds. To know that 'ingredients' means the items in a mixture or recipe. To know that different foods have different appearance, taste and smell. To know that kitchen equipment can be used to prepare foods.	To know that a structure is something that has been made and put together. To understand that the shape of a structure affects its strength. Key knowledge by unit To know that stable structures do not topple. To know that shapes and structures with wide, flat bases or legs are the most stable. To know that adding weight to the base of a structure can make it more stable. To know that materials can be manipulated to improve strength and stiffness. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily.	Identifying needs and problems To know that different users may want different things from a design. To know that the 'user' is the person who will use the product. To know that designers usually design and make something to solve a problem. Developing for a user To know that who they are designing for makes a difference to what they design. To know that the purpose is what something is for. To know that a design brief helps to decide what to make. To know that design criteria are the steps for making a product successful. Evaluating existing products To know that some products will be better than others. To know that existing products can be evaluated against design criteria. Evaluating own ideas and products To know that their ideas or products can be made better. To know that their final product might be different to their original idea. To know that design criteria help to decide if their product is a success.	Generating ideas To know that existing products can help when deciding what to design. To know that the design criteria help when thinking of ideas. To know that different products work in different ways and have parts that make them work. Identifying needs and problems To know that different users may want different things from a design. To know that the 'user' is the person who will use the product. To know that designers usually design and make something to solve a problem.	To know that sewing is a method of joining fabric. Key knowledge by unit To know that evenly spaced stitches help when following a pattern. To know that 'joining' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To know that a template (or fabric pattern) is used to cut out the same shape multiple times.	
Year 3 Key Knowledge	The amount of an ingredient in a recipe is known as the 'quantity'. Safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. The importance of budgeting while planning ingredients for a recipe. Products often have a target audience.	To know: A problem or need is something that a designer can help to solve. Thinking with others is called brainstorming. Not everything can be made in the classroom. CAD is computer-aided design. CAD can be used to better communicate ideas. Extra information on drawings or diagrams can help the user understand a design or idea. Thumbnail sketches are less detailed, quick sketches. An exploded diagram shows how the parts of a product fit together. A prototype is a detailed model that helps a user understand how a product will work. Make To know: Form is the look and shape of something. Function is what something does and how it works. Different pieces of equipment will be used at different stages in a plan. Different tools and equipment have different dangers. A ruler can be used to measure length. Scissors are useful for cutting out complex shapes, Creating accurate shapes improves how they look and sometimes their function. Evaluate To know: Some products are more successful than others because of their function. Designers and inventors create products. Choices of materials and equipment can affect the final product. Feedback is ideas and suggestions from other people that can help improve their work. Good suggestions help give better feedback. They can choose to use feedback or not. Technical knowledge To know: A shell structure is a hollow shape with a thin outer layer. 3D shapes can form structures. Structures can be strengthened by manipulating materials and shapes.	Design To know: A problem or need is something that a designer can help to solve. A target audience is a group of people that might like the idea. Not everything can be made in the classroom. Extra information on drawings or diagrams can help the user understand a design or idea. A cross-sectional diagram shows the inside of a product. Make To know: Form is the look and shape of something. Function is what something does and how it works. Evaluate To know: Some products are more successful than other because of their function. Designers and inventors create products. Choices of materials and equipment can affect the final product. Technical To know: An electrical system is a group of parts (components) that work together to transport electricity around a circuit. Some common features of an electric product (e.g. switch, battery, plug, dials, buttons, etc). A battery contains stored electricity that can be used to power products. An electrical circuit must be complete for electricity to flow. A switch can be used to complete and break an electrical circuit.	To understand what variables are in programming. To know some of the features of a micro:bit. To know that an algorithm is a set of instructions to be followed by the computer. To know that it is important to check code for errors (bugs). To know that a simulator can be used as a way of checking code works before installing it onto an electronic device. To understand the terms 'ergonomic' and 'aesthetic'. To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials. To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users.	To know that a fastening is something that holds two pieces of material together. To know that different fastening types are useful for different purposes. To know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions.	

DT SWIFTS YEAR 2 & 3 Units	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Key Vocabulary	adapt addition appearance budget buttery combine comment compare construct cream crunchy cuboid cut design evaluate fold hygiene ingredients layout market research modify multiplication opinion pounds sieve sift target audience taste texture unique wooden spoon	analyse effective iteration reflect strengthen	battery bulb buzzer circuit cross-sectional diagram electricity research switch target audience wire	advantage aesthetic annotate assemble block brand brand identity bug clipart coding computer-aided design (CAD) criteria debug design develop disadvantage display ergonomic evaluate exhibition feedback form function join logo loop mindfulness model net program prototype research script sketchpad test timer user variable	criteria fabric fastening fix mock-up stitch template	

Computing

Computing SWIFTS YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Programming’: Scratch	Video trailers – Option 2: Using iPads	Microsoft Office 365: Creating media: Website design	Programming 1: Further programming with Scratch	Computational Thinking	Online Safety

Computing SWIFTS YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcomes	- Identify Scratch as a coding application and explore its different code blocks. - Make predictions about what code blocks will do and test these ideas. - Create a simple animation by combining motion, speech and wait blocks. - Plan how to remix an existing animation by choosing which parts to change. - Alter and remix code to create a new version of an animation. - Test and debug animations to fix problems and improve the code. - Reflect on the changes made, explaining what worked well and what could be improved.	- Describe the purpose of a trailer. - Create a storyboard for a book trailer. - Consider camera angles when taking photos or videos. - Import videos and photos into film editing software. - Add text to a video. - Incorporate transitions between images. - Evaluate their own and others' trailers.	- Create a Sway with a title, image and a completed first header section. - Create a clear plan for their web page and beginning to create it. - Create a professional-looking web page with useful information and a clear style, which is easy for the user to read and find information from. - Create a clear plan by referring back to their checklist to include a range of features. - Create a web page with clear sections and with a range of features in.	- Identify how variables and if statements are used in Scratch games. - Explain what a variable is, tracking and how a condition changes what happens. - Create variables to keep and display scores. - Use sensing blocks and if statements to control game actions. - Combine variables, sensors and if/else blocks to build a multiplication game. - Debug code by finding and fixing errors. - Evaluate the game by explaining what worked well and what could be improved.	- Understand that problems can be solved more easily using computational thinking. - Recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. - Explain how decomposition and abstraction simplify problem-solving. - Identify patterns in problems and use them to solve problems. - Design clear algorithms and justify their choices. - Create logical sequences of steps to complete a task or project. - Use computational thinking skills to code, refine and evaluate their work.	- Differentiate between fact, opinion and belief online. - Explain how to deal with upsetting online content. - Recognise that digital devices communicate with each other to share personal information. - Explain what social media platforms are used for. - Recognise why social media platforms are age-restricted
Year 2 Key Skills	Understanding programming •Recognising that robots are programmed by humans. •Recognising examples of computers being programmed by humans to perform simple tasks (computer games, animations, computer-generated music) Plan •Explaining what they are trying to achieve with their instructions (algorithms). •Writing clear, sequenced instructions (al Create •Changing their instructions or algorithms into code that the robot understands.	Plan • Making decisions about the digital content they make. • Ordering ideas so that content makes sense. • Identifying the audience and purpose of digital content. • Planning how to use the space on a digital page. • Importing images onto a digital page.	Create - Creating digital content • Using a basic drawing or writing tools to create a simple piece of digital content (e.g., drawing a picture, typing words). • Selecting and using simple editing tools (e.g., formatting, resizing). • Typing simple words and short phrases. • Importing images onto a digital page. • Positioning images and text on a digital page. • Typing familiar words and short sentences. • Cutting, copying and pasting. Create - Design principles • Choosing and arranging simple elements (e.g., text, images, colours) to make digital content clear and appealing. • Using basic tools to change the appearance of digital content (e.g., selecting different brush styles, filling shapes with colour, formatting text). Arranging text and images to create an organised, clear layout. Evaluate • Explaining their decisions about the digital content they created and the tools they used to make it.	Understanding programming •Recognising that robots are programmed by humans. •Recognising examples of computers being programmed by humans to perform simple tasks (computer games, animations, computer-generated music). Plan •Explaining what they are trying to achieve with their instructions (algorithms). •Writing clear, sequenced instructions (algorithms) for familiar tasks. •Using terms like 'start,' 'end' and 'next' to describe the steps in instructions (algorithms). •Explaining what they are trying to achieve with their program. •Verbally planning what they aim to achieve with a program. Create •Changing their instructions or algorithms into code that the robot understands. •Using basic block code to implement an algorithm. •Looking at different forms of code (Bee-bot and Scratch) and predicting how a program will execute. •Tinkering with a basic existing visual code to see how it affects a program. Evaluate •Beginning to identify errors in instructions (algorithms). •Making suggestions for how to fix errors in instructions (algorithms). •Identifying errors in code within a simple program. •Correcting errors or bugs in simple programs they have created.	Understanding programming •Recognising that robots are programmed by humans. •Recognising examples of computers being programmed by humans to perform simple tasks (computer games, animations, computer-generated music). Plan •Explaining what they are trying to achieve with their instructions (algorithms). •Writing clear, sequenced instructions (algorithms) for familiar tasks. •Using terms like 'start,' 'end' and 'next' to describe the steps in instructions (algorithms). •Explaining what they are trying to achieve with their program. •Verbally planning what they aim to achieve with a program. Create •Changing their instructions or algorithms into code that the robot understands. •Using basic block code to implement an algorithm. •Looking at different forms of code (Bee-bot and Scratch) and predicting how a program will execute. •Tinkering with a basic existing visual code to see how it affects a program. Evaluate •Beginning to identify errors in instructions (algorithms). •Making suggestions for how to fix errors in instructions (algorithms). •Identifying errors in code within a simple program. •Correcting errors or bugs in simple programs they have created.	Being online Recognising when they are online. Identifying programs (e.g. apps and websites) they use online. Recognising indicators of being logged into an account (e.g. avatar, username, initials). Online relationships Recognising that being kind, polite and safe is just as important online as in-person. Risks and harms Describing how someone might change their account if they have their password. Responsible and safe use Checking with an adult before they use new apps or websites. Beginning to remember their username and password for an online account. Treating devices carefully. Reporting online Recognising when something online scares or worries them. Describing how to respond safely to an online message.

Computing SWIFTS YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Skills	- Working towards a given goal that a program needs to accomplish. - Breaking down what they want to achieve into smaller, manageable parts. - Tinkering with an existing text-based code to see how it affects a program. - Remixing code to alter and add to an existing program. - Recognising the relationship between what is happening in a program and the written (block) code. - Working backwards, beginning to identify the code they think a program uses. - Running small chunks of code at a time to find the error or bug.	Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music and text on screen with transitions.	- Building a web page and creating content for it. - Designing and creating a webpage for a given purpose. - Using software to work collaboratively with others.	Working towards a given goal that a program needs to accomplish. Breaking down what they want to achieve into smaller, manageable parts. Tinkering with an existing text-based code to see how it affects a program. Remixing code to alter and add to an existing program. Creating loops to make code more efficient in block-based programs. Beginning to use variables in block-based programming languages to make programs more interactive. Including a conditional statement in block-based programming languages. Recognising the relationship between what is happening in a program and the written (block) code. Working backwards, beginning to identify the code they think a program uses. Running small chunks of code at a time to find the error or ‘bug.’	Breaking down what they want to achieve into smaller, manageable parts. Using logic, pattern recognition and decomposition to solve simple problems. Remixing code to alter and add to an existing program. Recognising repeating patterns in a program or code. Creating loops to make code more efficient in block-based programs. Beginning to use variables in block-based programming languages to make programs more interactive. Including a conditional statement in block-based programming languages. Recognising the relationship between what is happening in a program and the written (block) code.	- Recognising how social media platforms are used to interact. - Recognising that different information is shared online, including facts, beliefs and opinions. - Learning how to identify reliable information when searching online. - Learning how to stay safe on social media. - Considering the impact technology can have on mood.
Year 2 Key Knowledge	To know that humans need to give robots instructions to follow and that they will carry out these instructions exactly, even if they are wrong. To know that humans need to give instructions in the correct language for the robot to understand To know that there may be an error if a set of instructions (an algorithm) does not give the expected result. To know that errors could result from sequencing, unclear instructions or missing steps. To know that th	Create - Design principles To know that colours, shapes and space can be used to make content clearer and more interesting. To know that size, position and space can be used to organise digital content. To know that different fonts and colours can make text easier to read. To know that images and text work together to communicate.	To know that ordering ideas is important to make content clear. To know that digital tools can be used to make content that is presented clearly. To know that digital content should be organised to suit its purpose and audience.	To know that instructions (algorithms) must give every step of a task. To know that an algorithm must give clear, sequenced instructions. To know that an algorithm is a set of instructions used to carry out a task. To know that an algorithm becomes a program when it is coded. To know that programs execute the exact instructions they are given, even if they are incorrect. To know that a program is a series of instructions (algorithms) that are written for a computer to follow. To know that a person can program a device by giving it an algorithm/algorithms to follow.	To know that there may be an error if a set of instructions (an algorithm) does not give the expected result. To know that errors could result from sequencing, unclear instructions or missing steps. To know that there must be an error if a program does not execute as expected. To know that an error in a computer program is known as a ‘bug’ and fixing errors is known as ‘debugging’.	Being online “To know that ‘online’ means being connected to other devices or the internet. (‘Statement also found in Computing systems.) To know that an ‘account’ is a personal space within an online program. Online relationships To know they should not speak to or message unfamiliar people online. To know that they can still hurt someone’s feelings online. Risks and harms To know that passwords help keep online accounts and programs safe. To know that logging in to their account helps keeps them safe online. Responsible and safe use To know that using someone else’s login is not safe or respectful. Reporting online To know who to report concerns to about online content or if they receive messages from someone they don’t know. To know they should tell an adult if something in their account has changed.

Computing SWIFTS YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Knowledge	Decomposition is the process of breaking down a task or problem into smaller parts. Breaking down a problem into smaller parts makes it easier to solve.	- To know that different types of camera shots can make my photos or videos look more effective. - To know that I can edit photos and videos using film editing software. - To understand that I can add transitions and text to my video.	- To know that a website is a collection of pages that are all connected. - To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. - To know that websites should be informative and interactive.	Breaking down a problem into smaller parts makes it easier to solve the problem. Loops are used to save time when writing code by reducing repetition. A variable is a container or holder for storing information that can change, e.g. numbers or text. Conditional statements tell the computer what to do next based on a user's input. It is important to identify where the mistake is in the programming as part of the debugging process. Errors in a program could result from sequencing errors, coding errors or missing code.	Decomposition is the process of breaking down a task or problem into smaller parts. Breaking down a problem into smaller parts makes it easier to solve the problem. Abstraction is identifying the important detail and ignoring irrelevant information. Loops are used to save time when writing code by reducing repetition. A variable is a container or holder for storing information that can change, e.g. numbers or text. Conditional statements tell the computer what to do next based on a user's input. It is important to identify where the mistake is in the programming as part of the debugging process. Errors in a program could result from sequencing errors, coding errors or missing code.	- That not everything on the internet is true: people share facts, beliefs and opinions online. - The internet can affect people's moods and feelings. - Privacy settings limit who can access important personal information, such as names, ages, gender etc. - What social media is and that age restrictions apply.
Year 2 Key Vocabulary	- Programming - program - command - error - instructions - algorithm - sequence - code - debug - evaluate - bug	Creating media edit text tool cursor keys digital content delete format cut copy paste image	Creating media edit text tool cursor keys digital content delete format cut copy paste image	Programming program command error instructions algorithm sequence code debug evaluate bug	Software open close toolbar program application (app) software icon menu settings	Online safety online personal information trusted adult pop up Skills drag and drop scroll click/tap select double click log in/out right click/press and hold left click/press

Computing SWIFTS YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Vocabulary	Loop	- application - camera angle - clip - cross dissolve - edit - fade to black - fade to white - film - film editing software - graphics - import - key events - music - photo - plan - recording - slide - sound effects - storyboard - time code - trailer - transition - video - voiceover - wipe	- assessment - audience - checklist - collaboration - content - contribution - create - design - embed - evaluate - features - Google Sites - hobby - homepage - hyperlinks - images - insert - online - plan - progress - published - record - review - style - subpage - tab - theme - web page - website - world wide web	- condition - if statement - variable	- abstraction - algorithm - algorithm design - computational thinking - debug - decomposition - effectiveness - evaluate - instructions - logical - pattern recognition - relevant - remixing - sequence - unplugged	- accurate - age restrictions - autocomplete - belief - charity - content - digital device - fact - fake news - hoax - internet - internet of things - opinion - online emotions - organisation - permission - privacy settings - reliable - search - search engine - share - smart devices - social media platforms

Music

MUSIC Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Mountain melodies: Steps and leaps	Reading Rhythms: Patterns and Layers	Caribbean	Recorders: Enchanted forest (https://www.singup.org/music/play-recorder/enchanted-forest)	Reggae rhythms: Playing in a band	Baroque meets pop: Building harmony (Published by May 2027 - Kapow)
Unit Outcomes	Sing their part in time during a group performance. Combine movement and singing. Use their body to represent changes in pitch and dynamics. Explain how dynamics can change the mood of music. Draw a picture to represent a melody. Define and compose using steps and leaps. Compose a melody which matches the shape of their drawing.	Copy body percussion patterns while maintaining a steady beat. Create their own body percussion patterns and perform them while maintaining a steady beat. Recognise crotchets, paired quavers and crotchet rests and say how many beats they are worth. Create and play a rhythm that uses crotchets, paired quavers and crotchet rests. Recall the note lengths of crotchets, paired quavers, crotchet rests and minims. Begin to maintain a rhythm that uses crotchets, paired quavers, crotchet rests and minims while hearing other rhythms. Create and notate a four-beat rhythm using notes and rests accurately. Check a rhythm adds up to four beats using note values. Perform confidently as part of a group performance while maintaining a steady beat. Perform their rhythm as part of a group while other rhythms are being played.	Recognise and describe the sound of some common Indian instruments. Explain what is meant by improvisation. Improvise by changing the order of notes or adding silence. Improvise using five notes and change the order. Create a 4-beat rhythmic pattern, using three different sounds. Create a drone sound using a variety of instruments or objects. Explain what musical contrast is. Change the dynamics, tempo or rhythm in a piece of music to show a clear beginning, middle and end, and share ideas in a group. Contribute their musical ideas to the group to enhance the performance. Improvise to just one section (beginning, middle or end).	Musical focus: Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound ‘doo’ to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles. Pieces: Enchanted forest by Emma Coulthard; Cooley’s reel Traditional Irish; Robin (The hooded man) by Ciaran Brennan/Clannad, Trotto Anon. 14th century Italian; tawny owls hooting in the night forest; The wagtail and the cuckoo by Asger Lund Christiansen; Wild wood by Tim Coker; Bransle by Pierre Phalèse; Improvisation on Romance del Conde Claros by Francisco Salinas; Tico Tico no Fubá by Zequinha de Abreu.	Play most of the bass line in time. Follow a musical pattern and re-join if they make a mistake or get lost. Explain that a chord is two notes being played together. Play the chords C and F on an instrument. Explain what the offbeat is. Demonstrate knowledge by playing the chords in time. Write lyrics that match a given melody. Understand their role within the band.	TBC

MUSIC Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 2 Key Skills	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). - Beginning to keep movements to the beat of different speeds of music. - Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'). - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience - Offering positive feedback on others' performances and beginning to notice areas for improvement in their own. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'.	Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how volume is affected by the force with which an instrument is played. Following simple notation from left to right, recognising that it shows what happens in the music. Representing pitch Recognising pitch patterns using dots. Using a simplified version of a staff to notate known musical phrases (of two pitches). Starting to maintain a steady beat throughout short singing performances. Continuing playing or singing with a group, even if a mistake is made. Ensemble skills Performing actively as part of a group; keeping in time with the beat. Showing an awareness of the leader, particularly when starting or ending a piece.	Appreciating music from a wide variety of cultures and historical periods. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated). Recognising simple patterns in pitch (e.g. do re mi). Discussing the tempo of music using the vocabulary of fast and slow. Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'. Talking about the pitch of music, using the vocabulary of 'high' and 'low'. Sharing their opinion on the music they hear. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to hold and play instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Exploring how different classroom instruments create different sounds for a purpose. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of 'loud', 'quiet' and 'silent'.	Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Enchanted forest song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts for Enchanted forest. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.	Breathing at appropriate times when singing. Exploring changing their singing voice in different ways (e.g. whispering voice, shouting voice). Singing a range of call and response chants, attempting to match the pitch and tempo the children hear. Singing part of a given song in their head (using the children's 'thinking voice'). Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Creating simple sound sequences in response to stimuli such as stories, artwork or nature. Improvising Improvising simple question and answer phrases, using untuned percussion or voices.	TBC
Year 3 Key Skills	Listening and evaluating Listening with attention to detail, focusing on a specific feature of the music. Recognising and discussing how pitch changes. Recognising and discussing how volume (dynamics) change. Using some musical vocabulary when describing music. Creating sound Beginning to maintain a singing part within a group. Singing songs where the melody moves up and down in small steps. Singing in a round, maintaining an independent part with a group. Considering their own volume (dynamics) when singing in a group. Actively trying to match the correct pitch when singing. Beginning to recognise how posture improves the singing voice. Beginning to sing clearly, pronouncing words accurately. Using simple breathing techniques to help support their voice. Improvising and composing Composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. Composing short sequences of sound within certain parameters. Performing Beginning to offer constructive thoughts and opinions on peer performances. Reflecting on their own performance and expressing what went well. Performing simple parts and keeping a steady beat with support from a backing track. Beginning to have an awareness of the difference between practice and performance.	Creating sound Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). Maintaining a steady beat using an instrument. Notation Reading and creating simple staff notation to represent either pitch or rhythm in music. Recognising common note values such as crotchet, paired quavers, minims and crotchet rests. Clapping, playing or reading simple rhythmic patterns using these note values. Using simple notation to record rhythmic patterns (e.g. crotchet, paired quavers, minims and crotchet rests). Using words or syllables to create and represent rhythmic patterns (e.g. sunshine to represent quavers). Improvising and composing Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale). Performing Performing simple parts and keeping a steady beat with support from a backing track.	Listening and evaluating Beginning to explain their responses to music using musical features to support their ideas. Beginning to identify a wider range of instruments and their role within a piece of music. Recognising and discussing how volume (dynamics) change. Developing an understanding of the history of a diverse range of music. Creating sound Exploring different techniques for playing the same instrument to create different sounds. Maintaining a steady bead using an instrument. Beginning to play simple melodies on their instrument. Improvising and composing Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. Beginning to improvise using up to five pitches. Improvising melodies over an accompaniment or drone. Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume). Creating short sequences of sound within certain parameters. Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast (e.g. changing speed or volume). Composing to a simple given structure. Performing Beginning to offer constructive thoughts and opinions on peer performances. Beginning to have an awareness of the difference between practice and performance.	Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Enchanted forest song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts for Enchanted forest. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.	Listening and evaluating Listening with attention to detail, focusing on a specific feature of the music. Beginning to explain their responses to music using musical features to support their ideas. Recognising simple patterns that combine rhythm and pitch. Creating sound Beginning to maintain a singing part within a group. Considering their own volume (dynamics) when singing in a group. Using simple breathing techniques to support their voice. Maintaining a steady beat using an instrument. Beginning to play simple two-note chords. Improvising and composing Exploring how the interrelated dimensions of music can be used to improve a piece or create contrast. Beginning to develop a repeated melody within given parameters. Composing to a simple given structure. Performing Beginning to offer constructive thoughts and opinions on peer performances. Beginning to offer simple, constructive thoughts and opinions on peer performances. Performing simple parts and keeping a steady beat with support from a backing track. Beginning to have an awareness of the difference between practice and performance. Beginning to maintain an individual part within a group.	TBC

MUSIC Swifts YEAR 2 & 3	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 2 & 3 Key Knowledge	Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. That contrast in music means using differences to make it more interesting. Inter-related dimensions Dynamics: To know that dynamics describe the volume of music and can change within a piece. Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.	To know that: the shape of a note shows how long a sound should last. a crotchet is a note that lasts for one beat. a minim is a note that lasts for two beats. a quaver is a note that lasts for half a beat (a pair of quavers = one beat). a crotchet rest lasts for one beat. Inter-related dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music.	Listening and evaluating To know: Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. Music can be classified or 'sorted' into different ways. Music from different cultures and time periods sound different because of their musical features. Inter-related dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music. Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation: To know that instruments belong to families and can have different roles in a piece of music.	N/A	Listening and evaluating To know: Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. Music can be classified or 'sorted' in different ways. That music from different cultures and time periods sounds different because of its musical features. Interrelated dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music. Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation: To know that instruments belong to families and can have different roles in a piece of music. Harmony: To know that harmony is created when two or more different notes are played together.	TBC
Year 2 & 3 Key Vocabulary	- beat (Y2) - dynamics - in time - leap - melody - pitch (Y2) - step - slide	- beat (Y2) - crotchet (Y3) - crotchet rest (Y3) - paired quavers (Y3) - pattern (Y2) - practise (Y3) - rhythm (Y2)	- drone - dynamics - improvise - melody - musical contrast - note (Y2) - pattern - pentatonic scale - pitch (Y2) - rhythmic pattern - structure	Length: 2'52. Time signature: 4/4 time. Structure: Song structure: intro, verse and chorus. Style: folk style, cinematic. A chant, and vocal sounds. A sung melody. 3 differentiated recorder parts to accompany the melody: Part 1 (mostly Bs) plays minims and semibreves. Part 2 (B A G) plays crotchets and quavers, minims, and semibreves. Part 3 (B A G) plays crotchets and quavers, minims, and semibreves. Small number of classroom percussion parts – untuned and tuned.	bass line beat (Y2) chord melody note (Y2) pattern (Y2)	TBC

French

French Year 2/3 Swifts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	French Greetings with Puppets	French adjectives with colour/size	Playground games - numbers and age	In a French classroom	Bon appetit!	Shopping for French food

Unit outcomes	Look carefully at a speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new vocabulary, both in spoken and written form. Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.	Listen carefully to instructions to build correct sequences of three to four colour blocks. Show their understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates, finding shapes that they are asked for. Use please and thank you. Describe some of the shapes in their work using language of colour, size or shape. Correctly select a decoration described to them by its colour. Use software to produce artwork in the style of Matisse.	Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds ('un', 'eu', 'oi', and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Recognise number words. Listen carefully and relate sounds to written phonemes. Recall numbers one to twelve with increasingly accurate pronunciation.	Show their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience.	Recognise which nouns are cognates or near cognates. Explain ways to work out the meaning of unfamiliar words. Identify the correct definite article for the names of fruit according to gender. Correctly identify and pronounce plural nouns. Accurately express an opinion with j'aime and je n'aime pas. Say the numbers to 31 in French. Read and calculate maths sums correctly in French. Say and write all the days of the week. Identify the days for yesterday and today. Accurately perform a role play with good pronunciation and understanding.	Recognise and explain how to build 2-digit numbers in words up to 60, using a number builder resource for support if needed. Listen carefully and make good attempts at accurate pronunciation of new vocabulary. Recognise how a sentence changes according to noun gender. Make predictions about language from a familiar story and join in with an oral performance. Use strategies to support recall of vocabulary. Make at least one change to a noun in a given sentence and present the sentence orally. Produce a short written story with some modelling and with some elements changed.
Year 3 skills (Year 2 being exposed to same skills)	Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Beginning to adapt phrases from a rhyme/song. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy. Recognising that different languages are spoken in the community/world. Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England.	Beginning to use conversational phrases for purposeful dialogue. Using a model to form a spoken sentence. Speaking in full sentences using known vocabulary. Comparing sounds and spelling patterns with English. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Choosing appropriate adjectives from a wider range of adjectives. Identifying items by colour and other adjectives. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to use language detective strategies. Using cognates and near cognates along with other detective skills to gist information. Making short phrases or sentences using word cards. Using adapted phrases to describe an object or person. Using the indefinite article in the plural form. Recognising and beginning to apply rules for placement and agreement of adjectives. Making comparisons of word order in French and English.	Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Listening and noticing rhyming words. Recognising some familiar words in written form. Reading aloud some words from simple songs, stories and rhymes. Identifying cognates and near cognates. Recalling and writing simple words from memory. Identifying plurals of nouns. Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England.	Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Recognising and using adjectives. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Recognising some familiar words in written form. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size. Beginning to recognise gender of nouns, definite and indefinite articles. Identifying plurals of nouns. Recognising adjectives and placement relative to the noun. Beginning to understand that verbs have patterns. Noticing the negative form. Recognising cultural similarities and differences between customs and traditions in France and England.	Language comprehension Listening and responding to single words, short phrases and full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Language production Recognising, asking and/or answering simple questions. Forming simple statements with information including the negative. Beginning to form opinion phrases. Using a variety of conversational phrases. Using short phrases to give information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play, song or story.	Language comprehension Listening and responding to single words, short phrases and full sentences. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Language production Using short phrases to give information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play, song or story. Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.

Year 3 Knowledge (Year 2 being exposed to same knowledge)	To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt.	To know that a cognate is a word that is the same in both French and English e.g. un triangle. To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle. To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle. To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.	To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French. To know the names of some Parisian landmarks. To know some French playground games.	To know that, in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the indefinite article). To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.	Phonics: To know: The key phonemes represented by letters: a, c, e, g, i, j, q, s, t, u. The sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. Some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â. Consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand. 'h' at the start of a word in French is not pronounced. Grammar: To know: Every French noun is either masculine or feminine. Gender affects the form of the indefinite article un or une. Feminine nouns often (but not always) end in 'e'. Most nouns in French become plural by adding an 's' at the end, as in English, but some are irregular: des ciseaux. The preposition à can be contracted with a definite article to indicate a place: au/à la/aux. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. That I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. That je/'j', and tu and vous are subject pronouns. That c'est means "it is" and is used to describe what something is. How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). That we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. That some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. That accents in French can change the sound of a letter. That basic sentence structure English and French have the same pattern: subject + verb + object. That in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. Cultural awareness To know: Some typical French food and/or drink. The currency used in France is euros and to recognise some of the notes and coins. Orders are typically taken at the table in France.	Phonics To know: The key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). The sounds that are created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. That some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â. Key word patterns and spellings. Grammar To know: That every French noun is either masculine or feminine. That the gender affects the form of the indefinite article un or une. That feminine nouns often (but not always) end in 'e'. That the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. The equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. That I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. That je/'j', and tu and vous are subject pronouns. That c'est means "it is" and is used to describe what something is. How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). That we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. That some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. That accents in French can change the sound of a letter. That basic sentence structure English and French have the same pattern: subject + verb + object. That in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. Cultural awareness To name some famous paintings by French artists.
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Vocabulary	je I tu you bonjour hello bonsoir good evening bonne nuit good night je m'appelle my name is ça va bien I am fine ça va très bien I am very well comme ci, comme ça so so ça va mal I am not ok ça va très mal I am really not ok au revoir goodbye c'est it is Comment tu t'appelles ? What is your name? Ça va/Comment ça va ? How are you? (informal/formal)	grand big petit small rouge red blue blue jaune yellow vert green blanc white noir black orange orange violet purple rose pink brun brown un cercle a circle un carré a square un rectangle a rectangle un triangle a triangle	Combien? How many/much? Tu as quel âge ? How old are you? un one deux two trois three quatre four cinq five six six sept seven huit eight neuf nine dix ten onze eleven douze twelve plus plus moins minus et and font/égale Equals (in Maths)	écoutez! listen écrivez! write lisez! read fermez! close ouvrez! open parlez! speak regardez! watch/look levez-vous ! stand up asseyez-vous ! sit down dans mon sac in my bag j'ai... I have... je n'ai pas de... I do not have... mais but Tu as... ? Do you have...?	la tomate tomato la pomme apple la fraise strawberry le melon melon le citron lemon l'orange orange aujourd'hui today demain tomorrow hier yesterday lundi Monday mardi Tuesday mercredi Wednesday jeudi Thursday vendredi Friday samedi Saturday dimanche Sunday j'aime I like je n'aime pas I do not like je voudrais I would like ça fait that costs s'il vous plaît please	le marché market le café café le supermarché supermarket la boulangerie bakery la pâtisserie cake shop au/à la/à l' to je vais I go j'achète I buy trente thirty quarante forty cinquante fifty soixante sixty
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PSHE & RSE

PSHE Years 2 & 3 Swifts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: what careers do people choose and why?	Staying Safe: What signs help me recognise what its safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Unit outcomes	Pupils who are secure will be able to: Recognise what self-respect is. Value their own strengths, skills and achievements. Build confidence by trying new things, learning from mistakes and challenging negative self-talk. Identify and communicate personal boundaries clearly. Treat others with kindness, fairness and respect. Recognise the qualities of good friendships and ways to support friends. Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. Understand different ways families spend time together and support each other. Identify different types of bullying and their effects on wellbeing.	Pupils who are secure will be able to: Identify what the internet can be used for. Identify the benefits and challenges of online and in-person communication. Communicate respectfully and appropriately in an online environment. Recognise that disrespectful online communication can have a negative impact on others. Identify some types of online bullying behaviour. Choose whether to accept a friend request in an online game. Recognise that some online features are not suitable for all ages. Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.	Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, “deep water” notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. Explain how recognising hazards and planning ahead can prevent accidents. Choose safe places to cross roads and explain why (considering traffic, speed and visibility). Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). Distinguish between helpful and harmful medicines and explain how to use medicine safely.	Pupils who are secure will be able to: Recognise how their words, tone and behaviour show respect in different places and situations. Use positive self-talk to stay calm, build confidence and manage frustration. Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. Practise resolving disagreements fairly, including through compromise. Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. Learn what stereotypes are and how they can be unfair.	Identify the benefits and challenges of using the internet. Identify age restriction symbols and why they exist. Develop an understanding that some online information may be misleading. Give examples of what can happen if people share misleading information. Investigate features that can help check if online information is reliable. Compare information from different online sources. Use more than one source to decide whether online information is reliable. Explain why checking multiple sources helps us know if something is true.

Year 2 Skills

Understanding boundaries
Asking permission before touching or using someone else’s belongings.
Expressing their own boundaries using simple language (e.g. “I don’t like that”).*
Respecting when others say no or need space.
Respectful conflict
Expressing basic feelings (e.g. “I feel sad”) and needs politely (e.g. “Please stop”).
Using polite words to ask for help or solve small problems.
Beginning to use calming strategies with adult support.
Self-respect and self-esteem
Talking about things they are good at and enjoy.
Recognise and naming their own feelings and achievements.
Beginning to set simple personal goals, e.g. “I want to learn to tie my shoelaces”.
Practising positive self-talk with adult support, e.g. “I can do it if I keep trying”.
Valuing diversity
Identifying and discussing people’s similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).
Recognising unkind behaviour and considering how it may affect someone’s feelings or sense of belonging.
Bullying
Recognising bullying behaviour in simple scenarios, including online.
Talking about how someone might feel when someone else is repeatedly unkind to them.*
Relationship support (repeated in Staying safe)
Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*
Naming some trusted adults at home and school.*

Being online
Recognising some occasions when they are online in their everyday life.
Online relationships
Identifying activities that can be done online with others and those that are done in person.
Recognising that polite behaviour in person is the same as polite behaviour online.
Risks and harms
Recognising that screen time can distract people from doing something important.
Responsible and safe use
Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups).
Checking with a trusted adult before they use new apps or websites.
Beginning to identify when someone has shared too much information about themselves online.
Reporting online
Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.

Developing confidence and responsibility and making the most of their abilities
Giving reasons for their opinions.
Describing some different jobs.
Preparing to play an active role as citizens
Explaining why babies and young children need help from adults to meet their needs.
Explaining why voting is a fair way to decide something that affects many people.
Identifying some groups they belong to.
Describing some of the ways they and others help the school and local environment.
Explaining why rules are important.
Sharing their opinion and trying to persuade others.

Recognising unsafe personal situations
Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked).
Discussing what types of touch they do and do not like from friends and family members.
Relationship support (Repeated in Connecting with others)
Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*
Naming some trusted adults at home and school.*
Calling the emergency services (Developed further in Health protection and First aid units)
Identifying some emergency situations.*
Drugs, alcohol, tobacco and vaping
Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).

Respecting each other
Using simple, polite phrases in everyday situations.
Showing respectful behaviour towards others by listening, sharing and taking turns.
Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall).
Understanding boundaries
Asking permission before touching or using someone else’s belongings.
Expressing their own boundaries using simple language (e.g. “I don’t like that”).*
Respecting when others say no or need space.
Respectful conflict
Expressing basic feelings (e.g. “I feel sad”) and needs politely (e.g. “Please stop”).
Using polite words to ask for help or solve small problems.
Beginning to use calming strategies with adult support.
Self-respect and self-esteem
Talking about things they are good at and enjoy.
Recognise and naming their own feelings and achievements.
Beginning to set simple personal goals, e.g. “I want to learn to tie my shoelaces”.
Practising positive self-talk with adult support, e.g. “I can do it if I keep trying”.
Valuing diversity
Identifying and discussing people’s similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).
Recognising unkind behaviour and considering how it may affect someone’s feelings or sense of belonging.
Bullying
Recognising bullying behaviour in simple scenarios, including online.
Talking about how someone might feel when someone else is repeatedly unkind to them.*
Relationship support (repeated in Staying safe)
Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*
Naming some trusted adults at home and school.*

Being online
Recognising some occasions when they are online in their everyday life.
Online relationships
Identifying activities that can be done online with others and those that are done in person.
Recognising that polite behaviour in person is the same as polite behaviour online.
Risks and harms
Recognising that screen time can distract people from doing something important.
Responsible and safe use
Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups).
Checking with a trusted adult before they use new apps or websites.
Beginning to identify when someone has shared too much information about themselves online.
Reporting online
Recognising when something online makes them feel scared, worried, uncomfortable or unsafe

Year 3 Skills

Describing different ways families can spend time together. Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.). Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc). Identifying characteristics they look for in a friend and why. Considering practical ways they can be a good friend to others. Using respectful language when disagreeing or solving problems with others. Analysing situations and discussing appropriate and inappropriate responses. Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise. Communicating personal boundaries clearly (e.g. 'I am not comfortable with that'). Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). Practising saying no or expressing disagreement respectfully. Communicating simple boundaries clearly (e.g. 'I don't want to play that game'). Identifying their own characteristics, strengths, skills and interests. Reflecting on personal achievements and progress. Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. Identifying examples of different types of bullying in various contexts, including online. Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted.

Identifying what the internet can be used for.
Identifying the benefits and challenges of online and in-person communication.
Communicating respectfully and appropriately in an online environment.
Recognising that disrespectful online communication can have a negative impact on others.
Identifying some types of online bullying behaviour.
Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy.
Choosing whether to accept a friend request in an online game.
Recognising that some online features are not suitable for all ages.
Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.

Developing confidence and responsibility and making the most of their abilities
Recognising a wider range of jobs available. Identifying their personal strengths and skills and considering how these relate to jobs. Explaining some common gender stereotypes, why they are unhelpful and how to challenge them.
Explaining the pros and cons of changing careers.
Preparing to play an active role as citizens
Identifying things that can and cannot be recycled.
Explaining how reducing, reusing and recycling resources can help the environment.
Describing the local council's role in looking after the local area.
Recognising the ways in which people's rights can support and protect them.

Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. Practising how they would ask for help and say 'no' in certain situations.* Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*
Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios.
Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean.
Identifying different ways of getting help in an emergency, including phoning 999. *
Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).

Beginning to recognise unhealthy or unhappy friendships. Taking ownership of their actions and explaining how they have acted impulsively or unkindly. Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people. Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them. Identifying respectful and disrespectful behaviours in a range of scenarios. Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). Listening and responding respectfully when someone makes a request or expresses a boundary. Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). Setting and working towards personal goals with more independence. Beginning to challenge negative self-talk and compare themselves less to others. Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). Rehearsing what to do or say when they see bullying happening. Practising how they would ask for help and say 'no' in certain situations. Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).

Identifying what the internet can be used for.
Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy.
Recognising that some online features are not suitable for all ages.
Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
Questioning whether online information, including from search engines, is accurate.
Comparing several sources of information before choosing one.

Year 2 Knowledge

Understanding boundaries
To know that they can talk to a trusted adult if someone crosses a boundary.*
To know that everyone has the right to say no, even to people they know.*
Respectful conflict
To know that everyone has feelings and kind words can help solve problems.
To know that they might feel cross, upset or disappointed when things do not go their way.
To know that they can say what they want, need or do not like in a kind way.
Self-respect and self-esteem
To know that everyone is unique and important.*
To know that everyone has different strengths or things they are good at.*
To know that they can feel proud of themselves for trying their best.
Valuing diversity
To know that people in a community can be different from each other and this makes the community interesting and special.
To know that it is unfair to treat someone differently just because they are different from you.
To know that it is important to treat everyone with kindness and respect.
To know that differences between people are something to celebrate.
Bullying
To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose').
To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People').
Relationship support* (repeated in Staying safe)
To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online.
Someone asks them to keep a secret that makes them uncomfortable, including online.

Being online
To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.
Online relationships
To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person.
Risks and harms
To know that too much screen time can interfere with other healthy habits.
To know that people choose what they share online and that not everything shared online is real or true.
To know that some online is not intended or suitable for children.
Responsible and safe use
To know that information shared online might be seen by a lot of people.
To know it is unsafe to share some information online.
To know that people can search online for information or answers to questions.
To know that no-one should share photos or videos of someone else online without permission.
Reporting online

Developing confidence and responsibility and making the most of their abilities
To know it is important to listen carefully to others' ideas.
Preparing to play an active role as citizens
To know that babies and young children need help to eat, sleep, get dressed and stay clean.
To know that different pets need looking after in different ways.
To know that voting allows everyone to have a say, even though some people may not get the outcome they want.
To know that different coins and notes are worth different amounts.
To know that everybody has a responsibility to care for the school and local environment.
To know that many people earn money by having a job but income can also come from other sources.

Recognising unsafe personal situations
To understand that their body is special and it belongs to them.*
To know the correct names for private body parts, including the penis, testicles, vulva and vagina.*
To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission.
To know that a stranger is anybody that they do not know.
To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).
Relationship support (Repeated in Connecting with others)
To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online.
Someone asks them to keep a secret that makes them uncomfortable, including online.
Calling the emergency services (Developed further in Health protection and First aid units)
To know that 999 is the number to dial in an emergency.*
To know the emergency services are the police, fire and ambulance services.*
Drugs, alcohol, tobacco and vaping
To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful.
To know that they should never touch or taste something if they do not know what it is.
To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission.
To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).

Respecting each other
To know that being polite is a way of treating others with kindness.
To know that they share spaces with other people and need to be kind and consider the other people around them.
To know that everyone has different likes, dislikes and feelings.
To understand that something they enjoy might not be enjoyable for someone else.
Understanding boundaries
To know that they can talk to a trusted adult if someone crosses a boundary.*
To know that everyone has the right to say no, even to people they know.*
Respectful conflict
To know that everyone has feelings and kind words can help solve problems.
To know that they might feel cross, upset or disappointed when things do not go their way.
To know that they can say what they want, need or do not like in a kind way.
Self-respect and self-esteem
To know that everyone is unique and important.*
To know that everyone has different strengths or things they are good at.*
To know that they can feel proud of themselves for trying their best.
Valuing diversity
To know that people in a community can be different from each other and this makes the community interesting and special.
To know that it is unfair to treat someone differently just because they are different from you.
To know that it is important to treat everyone with kindness and respect.
To know that differences between people are something to celebrate.
Bullying
To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose').
To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People').
Relationship support* (repeated in Staying safe)
To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.

Being online
To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.
Online relationships
To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person.
Risks and harms
To know that too much screen time can interfere with other healthy habits.
To know that people choose what they share online and that not everything shared online is real or true.
To know that some online is not intended or suitable for children.
Responsible and safe use
To know that information shared online might be seen by a lot of people.
To know it is unsafe to share some information online.
To know that people can search online for information or answers to questions.
To know that no-one should share photos or videos of someone else online without permission.
Reporting online
To know who trusted adults are and how to report concerns about online content or behaviour.

Year 3 Knowledge	Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). Every family faces challenges. That families should make them feel loved, safe and supported. That different families might show love and spend time together in different ways. Even though families may look very different, they usually have love and care for each other at their core. That there are many different family types: families come in many forms and deserve to be treated with kindness. That every family faces challenges at some point, and help is always available to children when they need it. That apologising and discussing feelings can help solve problems and maintain good relationships. Respect means treating others as you would like to be treated: with kindness and fairness. Respecting boundaries helps keep relationships safe and healthy. Self-respect means valuing yourself and treating yourself with kindness. Trying new things, learning from mistakes and achieving goals can build confidence. That there are different types of bullying, including physical, verbal and online (cyberbullying). That bullying may target someone's appearance, beliefs or abilities.	The same respectful behaviours apply online as in person. Online communication can make misunderstandings more likely. They should only communicate online with others they know, not with people they do not know. Bullying can happen online. Once something is shared online, even privately, they no longer have control over who sees it. Even when they are speaking to friends online, they should not share private information. Some apps and websites have age restrictions which are there to keep children safe. How to take a screenshot or screen-grab to save online information as evidence.	Developing confidence and responsibility and making the most of their abilities To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. To know that stereotypes can restrict people's sense of what they can do or become. To know that getting value for money involves considering the cost, usefulness and quality of items. To know that budgeting involves planning how to spend and save available money. Preparing to play an active role as citizens To know that rights are basic freedoms that belong to every person in the world. To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. To know that reducing waste is better than reusing and reusing is better than recycling. To know that different people (e.g. adults, police, politicians) work to protect people's rights. To know that responsibilities are things people need to do to look after themselves, other people and places. To know that the local council is responsible for deciding how money is best spent in the local community.	Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. Signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). That feeling and being unsafe can happen even with someone they know. That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. That they should not share personal information with people they do not know and trust, including online. That they can speak to more than one trusted adult if the first person does not help or take action straightaway. That they should seek help if: – Someone touches them or speaks to them in a way that feels wrong, including online. – They feel pressured to do something unsafe or that they don't want to do, including online. – They see or hear something that worries them, even if it's not about them, including online. Some common road-crossing types. Some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways). That swimming in open water is usually more dangerous than swimming in a swimming pool. What beach safety flags tell us about the conditions. That thinking ahead and considering potential risks can help prevent accidents. That fire can spread quickly and should never be played with. That appliances and household products should only be used for the purpose they are designed for. That an operator will ask which emergency service is needed, what happened and where. * That alcohol and smoking/ vaping are legal for adults but illegal for children. That alcohol and smoking/vaping both have harmful effects on the body. That medicines should only be used as directed by a trusted adult or health professional or they can be harmful.	To know within families, just like in all relationships, violence is not an acceptable way to deal with problems. To know they do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness. To know healthy friendships should help them feel included, valued and supported, especially during difficult times. That many people experience feelings of loneliness at times. They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. That apologising and discussing feelings can help solve problems and maintain good relationships. That respectful disagreement is a normal part of healthy relationships. That compromise and fairness are vital to any friendship. Respect means treating others as you would like to be treated: with kindness and fairness. Good manners are a way of showing respect to other people. That different people may have different needs and preferences in the same space. That respecting boundaries helps keep relationships safe and healthy. Physical, emotional and digital boundaries are all important. Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable. Being assertive means speaking up calmly and politely without being unkind. That being kind does not mean always agreeing or giving in. They cannot always have what they want and that others may want different things, so it is often important to find a compromise. Disappointment and frustration are normal feelings and will pass. Self-respect means valuing yourself and treating yourself with kindness. A stereotype is an unfair assumption about a group of people, without considering them as individuals. That people should be treated as individuals and with respect. There may be times when they see or become aware of bullying happening to others, either in person or online. They can speak to more than one trusted adult if the first person does not help or take action straightaway. They should seek help if someone touches them or speaks to them in a way that feels wrong, including online; they feel pressured to do something unsafe or that they do not want to do, including online; and they see or hear something that worries them, even if it is not about them, including online.	Many everyday activities involve being online, even when it is not obvious. Some apps and websites have age restrictions to keep children safe. Some information online may be inaccurate or misleading.
Vocabulary	behaviour (Y3/4) boundaries (Y3/4) bullying (Y1/2) comfortable (Y1/2) communicate (Y3/4) falling-out (Y3/4) family (Y1/2) friendship (Y3/4) relationship (Y3/4) respect (Y3/4) self-respect (Y3/4) strengths (Y1/2) support (Y3/4) unfair (Y1/2) value (Y1/2)	age restriction anonymous block communicate report respect respectful screenshot trusted adult (Y1/2) online (Y1/2) internet (Y1/2)		alcohol boundaries cigarettes crossing current hazard inappropriate operator personal space pressure risks tide vape	assertive (Y3/4) bullying (Y1/2) compromise (Y3/4) disrespect (Y3/4) loneliness (Y1/2) manners (Y3/4) respect (Y3/4) self-respect (Y3/4) trust (Y1/2) trusted adult (Y1/2)	age-restriction online content reliable search engine search result

PE Year 2/3 Swifts Areas of knowledge and Aims	Fundamentals Can I develop dribbling skills with hands and feet? Can I develop tracking and catching skills? Can I develop tracking and throwing skills? Can I develop tracking and kicking skills? Can I track a ball that isn't directly sent to me? Can I apply skills in games? Football Can I develop the skill of dribbling? Can I develop changing direction and speed when dribbling? Can I develop passing skills? Can I apply attacking skills when moving to a goal? Can I use defending skills to delay an opponent?	Fitness Can I understand how balance helps me in everyday life? Can I understand how co-ordination helps me in everyday life? Can I understand how stamina helps me in everyday life? Can I understand how speed helps me in everyday life? Can I understand how agility helps me in everyday life? Netball Can I use simple tactics? Can I learn and apply some of the rules of the game? Can I move into space and communication? Can I defend an opponent and try to win the ball? Can I pass, receive and shoot the ball with control?	Gymnastics Can I create interesting balances? Can I develop stepping into shape jumps with control? Can I develop straight, barrel and forward rolls? Can I include rolls in sequence work? Can I transition smoothly into and out of balances? Hockey Can I send and receive with some control? Can I move safely and with control when dribbling? Can I develop my decision making when I am in attack? Can I understand the role of the defender? Can I apply rules, skills and principles in my game play?	OOA Can I give and follow instructions? Can I develop my map reading skills? Can I develop trust and teamwork? Can I identify objects, draw and follow a simple map? Dance Can I copy and repeat a dance phrase? Can I choreograph simple phrases individually and with others? Can I use counts to keep in time with a partner or group? Can I use dynamic and expressive qualities in relation to an idea? Can I work with a partner and in a small group sharing ideas? Can I use key words to give feedback?	Tennis Can I develop racket and ball control? Can I explore rallying using a forehand? Can I explore returning the ball using a forehand? Can I explore returning the ball using a backhand? Can I score and use simple rules in a game? Cricket Can I bowl a ball towards a target? Can I strike a bowled ball after a bounce? Can I give feedback using key words? Can I use underarm and overarm throwing and catching skills? Can I understand tactics and begin to use them in a game situation?	Athletics Can I develop the sprinting technique? Can I develop changeovers in relay events? Can I develop my jumping technique in a range of approaches and take off positions? Can I develop throwing for distance and accuracy? Can I develop throwing for distance in a pull throw? Yoga Can I explore poses that challenge my balance? Can I create a flow using poses that challenge my balance? Can I explore poses that challenge my flexibility? Can I create a flow using poses that challenge my flexibility? Can I explore poses that challenge my strength? Can I create a flow using poses that challenge my strength?
Year 2 Key Skills	Fundamentals • Talk about what is different between what I did and what someone else did • Develop controls when passing, throwing and catching • Follow rules • Develop the skill of bouncing a ball Football • Develop control when passing • Follow rules • Use one tactic in a game •	Fitness • Show how to exercise safely • Describe how my body feels during different activities Netball • Follow rules • Use one tactic in a game • Develop control when throwing • Develop the skill of catching a ball	Gymnastics • Use contrast in my movements • Control movements • Think of more than one way to create a sequence • Work on my own or with a partner to create a sequence Hockey • Follow rules • Use one tactic in a game • Develop control when passing	OOA • Cooperate in physical activities • Develop agility and coordination • Work on my own or with a partner • Follow rules Dance • Change rhythm, speed, level and direction • Dance with control and co-ordination • Make a sequence by linking sections together • Link some movement to show a mood or feeling	Tennis • Develop the skill of throwing and hitting a ball with a racquet • Follow rules • Develop control • Stay in a zone during a game • Decide where the best place to be is during a game Cricket • Follow rules • Use one tactic in a game • Develop control when catching • Develop the skill of overarm throwing	Athletics • Develop the fundamental skills of jumping • Develop the fundamental movement of skipping • Develop the skill of overarm throwing Yoga • Show how to exercise safely • Describe how my body feels during different activities

Year 3 Key Skills	Fundamentals • Select and use the most appropriate skills, actions or ideas • Move around with co-ordination and control • With help, recognise how performances can be improved Football • Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control	Fitness • Develop flexibility, strength, technique , control and balance • Explain why it is important to warm-up and cool-down Netball • Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control • Keep possession with some success when using equipment ghat is not used for throwing and catching skills	Gymnastics • Use a greater number of my own ideas for movement in response to a task • Explain how strength and suppleness affect performances • Compare and contrast sequences, commenting on similarities and differences Hockey • Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control	OOA • Take past in outdoor and adventurous activity challenges both individually and within a team • Follow a map in a familiar context • Move from one location to another following a map • Use clues to follow a route • Follow a route safely Dance • Improvise freely, translating ideas from a stimulus into movement • Share and create phrases with a partner and in small groups • Repeat, remember and perform in a dance	Tennis • Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control Cricket • Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control • Throw and catch with control when under limited pressure • Keep and use rules fairly to keep games going	Athletics • Run at fast, medium and slow speeds, changing speed and direction • Make up and repeat a short sequence of linked jumps • Take part in a relay activity, remembering when to run and what to do Yoga • Share and create phrases of movement • Remember repeat and perform phrases in a sequence • Explain how strength and suppleness affect performances.
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